

Let's talk about porn

Study material for schools
and youth services

Adolescent sexuality, the internet and pornography



klicksafe.de

Title:

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and pornography
Study material for schools and youth
services

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Let's talk about porn

Adolescent sexuality, the internet and pornography

Study material for schools and youth services

Authors: Birgit Kimmel, Stefanie Rack,
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Everyday life for adolescents is no longer imaginable without the internet – it is also bound to play an essential role in their professional future. To them the web is a source of information, a communication platform and an adviser. Besides the manifold opportunities the web has in store for them, however, it also harbours risks that did not exist in pre-internet times. These arise from the simple, free-of-charge and virtually limitless availability of sexualised advertising content and pornography. Young adults can be exposed to influences and situations that unsettle and at times overburden them. Adult supervisors, whether parents or teachers, are also pushed to their limits when dealing with the topic of pornography, still a taboo subject. When teachers, youth workers, or education welfare workers set out to discuss sexualised media content with adolescents in class or in out-of-school youth work, there is still almost no didactic material to support them. Yet it is precisely when one confronts sexualised media content that the importance of media education and the related inculcation of values in adolescents becomes apparent; important, that is, if we are to instil in young people a capacity for self-determined and responsible behaviour – with respect to their own sexuality, within relationships, and with partners.

This booklet has been developed by the EU initiative klicksafe, pro familia Bavaria and the Media Authority of Baden-Württemberg to meet the aforementioned need. The EU initiative klicksafe, in enacting the European Commission's mandate to promote internet and new media skills in Germany, draws on many years of experience in authoring materials for pedagogic practice. As a leading service provider for family planning, sexuality and Sexuality and Relationships Education (SRE), pro familia shares its expertise and experience in sex education. And the Baden-Württemberg Media Authority, drawing on many years of experience in media education work at schools, has contributed practical educational material.

Whether or not we condone pornography, it is part of adolescents' reality today. Not taking up the topics of sexuality in the media and pornography would mean leaving young people to tackle these issues alone. The intention behind this booklet is to offer them guidance and the opportunity for an exchange of thoughts.

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Introduction: Let´s talk about porn	6
Before you talk to youths	8
Self-assessment questionnaire - a first step for teachers and youth workers	12
Key Element 1	
What does "normal" mean? - Life during puberty	15
Some facts	16
Summary	22
Further information	23
Practical assignments 1 to 5	24
Key Element 2	
Am I good-looking? Am I sexy? - Ideals of beauty in our society	37
Some facts	38
Summary	42
Further information	43
Practical assignments 6 to 10	44
Key Element 3	
Is it all porn? - Pornography on the web	62
Some facts	63
Summary	72
Further information	73
Practical assignments 11 to 17	74
Interviews with experts	91
Sources / Bibliography	99

Porn – the word alone is polarising. To some, porn is a discrete aspect of popular culture, while others perceive a total pornographisation of our society. One thing we can be sure of is that the internet makes it possible for anyone to easily obtain porn, without attracting attention and basically without restrictions. Keywords such as 'promiscuity' or 'generation porn' may be used in reference to the new dangers. Quite dispassionately, we can say that the sexual development of adolescents today takes place under entirely different conditions to those of just ten years ago. Media are ever-present (98% of households have internet access); media and sexual development are more closely linked than ever. This is doubly true because on the one hand, the increasing sexualisation of our (media) world influences the sexual development of young people: through advertising, pop music or at porn portals on the internet, they are exposed to an explicit and performance-oriented presentation of sexuality, with oftentimes questionable role attributions. On the other hand, the media, and principally the ever-present internet, is more than ever the preferred vehicle for sexual education.

A promiscuous generation? – not true

Does all this mean that adolescents are becoming promiscuous? This is the exact impression given by an article entitled "Voll Porno!" (*Full of porn!*) published in *Stern* magazine in 2007 and, in the following year, by Bernd Siggelkow and Wolfgang Büscher's book "Deutschlands sexuelle Tragödie: Wenn Kinder nicht mehr lernen, was Liebe ist" (*Germany's sexual tragedy: when children no longer learn what love is*). Interestingly, the argument follows a similar pattern to the attack on computer games. Firstly, the subject is dramatized and extreme examples are picked out by the media (keywords 'violent', 'video', 'street-tough' games). Secondly, a closer examination comes to the conclusion that adolescents use the new media on a massive scale – or, adolescents are in close contact with pornography. "Triple A" is the term in this connection – *Accessibility, Affordability,*

Anonymity. But adolescents generally take media, including pornography, on board in a far more competent way than concerned teachers, neuroscientists and politicians assume.

A risk identified

Nonetheless, the field of action for media educators as well as SRE professionals is very broad. Depending on the psychological and social background of adolescents, a more or less negative influence on sexual development is exerted through the sexualisation of advertising and pop culture and the mechanical, performance-minded, derogatory sexuality of pornographic films. And since the discrepancy between viewed content and personal experience is tremendous, this voluntarily or involuntarily consumed nudity, eroticism and pornography has to be processed. Hence, it is all the more important that we offer opportunities for discussion and reflection on the subject.

Naked before millions?

After a hunger for knowledge about everything having to do with sexuality, the search for one's own (sexual) identity is the second big topic with respect to sexual development in adolescence. This too is closely connected with online activity. Given the proliferation of the internet, not only has the quantity and quality of what adolescents see changed, but also the platform on which they portray themselves. And just as the internet has added a new dimension to porn consumption, so has Web 2.0 modified communication. The status 'single', the nickname 'Pink Porno Baby', the nearly-nude photo from the last party, perhaps even a telephone number; adolescents present themselves not just to their friends and peer group, but in front of millions of members of student networks or even the 500 million people on Facebook.

Why this booklet?

It seems appropriate to link SRE and media education, at least in theory. In purely practical terms, media educators often lack the tools to discuss such a touchy issue as sexuality with adolescents. SRE teachers, for their part, often fail to focus on media use and behaviour. This booklet provides the necessary link and offers background information for teachers and education welfare workers in youth services. The structure of the booklet is geared to specific 'key elements'.

The four key elements

Key Element 1 deals with the physical and psychosocial changes adolescents experience in puberty – they are the background against which adolescents talk about sex and view porn. Key Element 2 examines the pressure exerted on adolescents to be physically attractive and above all 'sexy', by television, pornography and social communities. Key Element 3 focuses on the use of pornography; it illustrates how and why adolescents consume pornography, what effects porn has on adolescents and where the risks lie. Finally, Key Element 4 demonstrates how the sexualisation and pornographisation of the (media) environment affect language – and thereby thoughts and possibly actions. It is not an enormous leap from pornographic catch phrases (such as 'gangbang' or 'pussy'), which have already found their way into the everyday life of adolescents, to sexual come-ons on social networks like the schülerVZ, kwick or Facebook. For each key element, there are practice materials and suggested procedures for class or youth work.

More questions than answers

Talking about sex does not come easily to most of us, despite the supposed open-mindedness of our society and the ubiquitousness of sex. Talking about sex with adolescents is even more difficult. How do I broach the subject without making them feel insecure or uncomfortable? How much of my own sexuality is it wise or necessary to disclose? What is my own attitude to porn? What will my colleagues say if I address pornography in class? What can I allow 15-year-olds to see without making myself liable to prosecution? This booklet also contains information on how adults can prepare for a discussion of sexuality (see "Before you talk to adolescents..."). This, after all, is the crux of the matter: as adults, we must engage with adolescents. We must enter into discussion in order to prevent pornographic content becoming the "secret sex educator". If this booklet can provide help in this regard, then it has fulfilled its objective. The material and links to further information, as well as the PDF file of the entire booklet, can also be found at: www.klicksafe.de, www.profamilia.de, www.media-culture-online.de

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Before you talk to youths ...

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Before you talk to adolescents ...

Dear Colleagues,

Pornography is an issue for which most of us are ill-prepared. It is unlikely that we encounter it in our training and continued professional education. What is more, pornography continues to be a social taboo and rarely – if ever – addressed or so much as mentioned in private life. When we do face up to the topic, moral concepts, religiosity, culture, family traditions and much more affect our thinking, consciously or subconsciously.

Be forearmed

Before we address a group or class on the topic of pornography, we should be aware of our own attitudes. With this in mind, we have drafted a so-called self-assessment questionnaire. We should also think about what effects our addressing this topic might have on colleagues and the institution in which we work as a whole. We should reflect on the extent to which parents should be involved; and, we should realise above all that the topic – notwithstanding the open-mindedness with which it should be addressed – requires particular sensitivity in relation to adolescents, too.

What roles do schools and youth centres play?

Educators at schools and youth centres are one of the foremost sources of information on topics of sexuality for adolescents. For boys, the treatment of sexuality in school plays an even more important role than for girls. However, the two main sources of information for questions on sexuality and relationships – school and parents – have problems tackling topics relating to sexuality and in particular, sexual practices – for instance, pornography. Where information comes from friends and peers, the media, pertinent websites or the lyrics of porn rap, it is not generally conveyed in the spirit of responsible SRE. In order to attend to questions of sexuality independently and responsibly, one must confront (one's own) values and ideals. There is no question that this is far more difficult than teaching biological processes.



Before you talk to adolescents ...

Key Element 1 *Life during puberty*

Key Element 2 *Ideals of beauty in our society*

Key Element 3 *Pornography on the web*

Interviews and bibliography

Forewarned parents are tolerant parents

Parents must be 'on board' for an educational project on the topic of pornography. A parent-teacher evening, explaining motivation and methods, may be one way to get them involved. Prepare parents to have their child come home and say: "Today we studied porn at school/youth centre." If parents understand why handling of this subject by trained professionals is so important, they will most likely be positively disposed towards it. Consider that the word "pornography" alone may trigger fears and reservations; you will need to address these when informing parents.

Take a look, even against your inclinations

Entering "w w w . y o u p o r n . c o m" in a browser and pressing "enter", will call up hundreds of thousands of pornographic films. Nearly every male and many female adolescents have already done this. What would these adolescents think of teacher who addresses them on the topic of sexuality but says: "I don't know what *youporn* is"? For this reason, it is pedagogically relevant to view pornographic pages on the internet, even if you are reluctant. Seek information. Go to pages like redtube.com, youporn.com, xhamster.com, to see what adolescents are finding there.

Use the indirect approach

Adolescents need to talk about sexuality. Since many will already have come into contact with pornography, it is a viable topic. But with whom should they talk about it? If adolescents realise that, as a teacher, you address sexuality quite naturally, without constant blushing and without moralising, a dialogue can begin. It is important, however, not to intrude. This would for instance be the case were you to ask individuals to share personal experience in detail. Adolescents (teachers too, no doubt) do not like to talk in

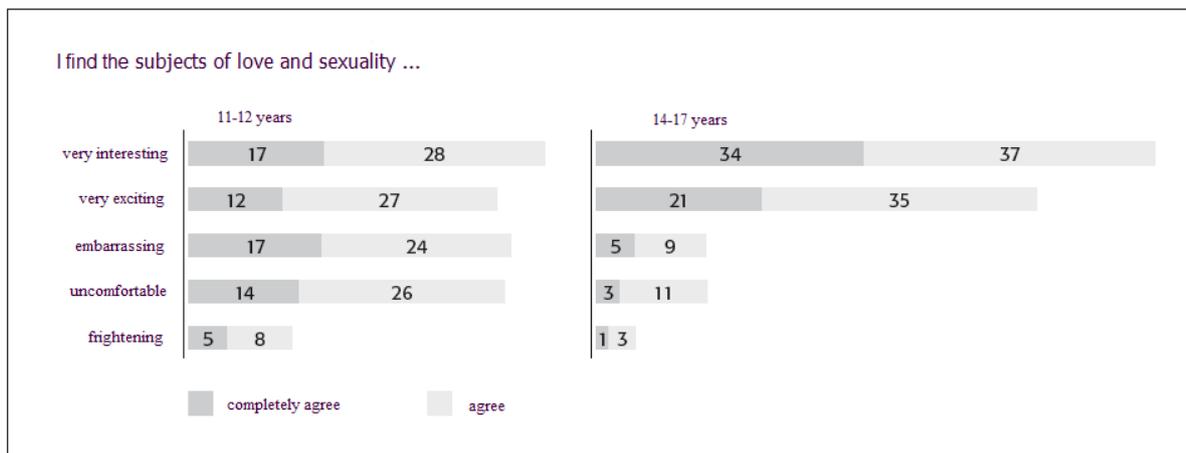
public about their sexual experience. Asking them to focus on their own emotions and experiences might overwhelm adolescents undergoing puberty (as it would adult teachers). An indirect approach can be useful: "Your friend tells you that she... What would you advise her?" or "Why do you think people use pornography?" Possessing information and knowledge on the topic of sexuality is, especially for boys, strongly linked with positioning within the peer group. Boys use their knowledge, or perhaps fictitious stories about sexuality, to improve their status in a group and their 'coolness' factor. For this reason, some accounts of 'experience' should be discreetly queried. The inclusion of personal experience should serve to reinforce the authenticity of what is taught in class; it is not there to help establish a hierarchy in the group of learners!

Boys and girls separately

The topic of pornography gives rise to significant gender differences with regard to the consumption, function and evaluation of sexualising media content. It is therefore advisable at all events – and where the organisational framework permits – to work in groups separated by gender. A male colleague then works with boys and a female colleague with girls.

Rated PG 14?

From what age can you discuss pornography with adolescents? If you start too early, you may be met with considerable rejection, bewilderment and irritation from adolescents for whom the topic is new. If you wait too long, you might miss an opportunity to prevent problems. Themes of love and sexuality are still a cause of embarrassment and shame for children aged between 11 and 13 years. As they mature, the topic becomes more interesting.



According to a study carried out by Bravo/Dr Sommer, roughly 40 per cent of 11 to 13-year-olds find the subject of sexuality embarrassing or uncomfortable

Most of the assignments in this booklet can be studied with students aged 14 and above. Some, especially those in Key Element 1 on the topic of educational media, are interesting and practicable for 12-year-olds. Key Element 3, which deals more explicitly with pornography, has some assignments that should be addressed only with adolescents aged over 16 or 18.

Observe child protection requirements

To date, there are hardly any research findings on young people's attitudes to pornography, since both ethically and legally, it is undesirable as well as illegal to show adolescents pornographic material. Furthermore, as a teacher you will encounter legal provisions, even if your aim is to reinforce adolescent skills. It is plainly prohibited to make pornography available to adolescents under the age of 18. However, not every picture showing two people having sexual intercourse is pornography. Materials and content used in class should nonetheless be chosen and reflected upon in accordance with legal requirements for the protection of minors.

A balanced view

There is no right or wrong evaluation of porn, with the exception of child pornography and brutally violent porn. Every opinion, expression and emotion is important. Research into media usage by adolescents shows that they are very capable of thoughtful interaction with media. In respect of what adolescents say, no views should be subjected to value judgments, such as "It's wrong/bad/right/ok for adolescents to view porn". Rather, statements such as "Many adults believe that..." or "People discuss ..." can be articulated, though this does not mean that teachers should hide behind them. To formulate their own standpoint, adolescents need to be able to compare other standpoints. Educators should therefore be free to express their personal opinion, as long as this is clearly highlighted as such.

Before you talk to adolescents ...

- Key Element 1 *Life during puberty*
- Key Element 2 *Ideals of beauty in our society*
- Key Element 3 *Pornography on the web*
- Interviews and bibliography

Self-assessment questionnaire - a first step for teachers

The following questions are intended to assist you in reflecting on your attitude toward the topics of sexuality and pornography.

Pornography has been, and still is, a taboo subject and one which we rarely make a conscious effort to examine. The questionnaire should help you establish your personal approach to the topic of pornography and the stance from which you address adolescents on the issue.

Me and my sexuality

What is the story of your own sexual development? Think over your past.

- Who were the people who were important to you with respect to sexuality in a positive and/or negative way (e.g. in the family, at school, among friends)?
- How did/does your social environment handle the topic of sexuality?

How has this influenced/does this influence you?

- What has hindered or supported you in your sexual development? What was forbidden/what taboos were there?
- What would you have liked your environment (family, school, etc.) to provide in relation to the topic of sexuality?
- What is most important to you about your femininity or masculinity? What do you dislike about your femininity or masculinity?
- Can love and sexuality be separated?
- How would you define perverted'?
- What sexual situation have you been in that made you speechless?

Me and pornography

	yes	rather yes	rather no	no
I have seen pomographic pages on the internet				
I have already used pornography for sexual stimulation (masturbation or couple sex)				
Pornography is a taboo issue I rarely talk about.				
Will pornography continue to exist in the future?				
Would people act differently if pornography did not				

- Please mark the following in the box below:

How are women likely to evaluate pornography? Place symbol for female ♀

And men? Place symbol for male ♂

And yourself? Mark an **X**

repulsive	attractive
<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	
manipulative	informative

- "The effects of porn consumption on the behaviour of (adult and adolescent) people can be neither proven scientifically nor ruled out".
What is your opinion on this statement? Please mark your viewpoint on the scale:

negative consequences	no consequences	positive consequences
--------------------------	--------------------	--------------------------

My view of adolescents and pornography

- What do you believe is: the percentage of adults who consume porn? The percentage of adolescents between 14 and 18 years who consume porn? (Usage data relating to adolescents can be found in Key Element 3.)
- What do you feel is the effect of adolescents' use of the internet generally, using the following scale (taking into account the fact that the internet facilitates access to pornography)?

useful	neutral	damaging
--------	---------	----------

Before you talk to adolescents ...

Key Element 1 *Life during puberty*

Key Element 2 *Ideals of beauty in our society*

Key Element 3 *Pornography on the web*

Interviews and bibliography

- What is the likely opinion of adolescents on pornography?

.....

.....

(Information and original quotes from the film "Geiler Scheiß" (Hot Shit) and the study "Porno im Web" (Porn in the Web) by Petra Grimm)

Is your assumption based

on conjecture, or

on what you have learned from your adolescent children or students?

- Why in your opinion must children and adolescents be protected from pornographic images and films?

.....

.....

(Information on legal provisions can be found in key element 3.)

- If the topic were not dealt with, would anything be different?
- Are you at all keen to address the topic of sexuality and pornography at school/youth centre?

Can you speak openly about sexuality and pornography?

Are there topics that make you feel uncomfortable?

What would you rather not discuss with adolescents?

What would you personally like to talk about?

How does your own experience of and attitudes toward sexuality affect your class/your work as a teacher or at the youth centre?

Sexualised language

- What sexually abusive words do you find humiliating? Name three.

What sexually abusive words tend to roll off your back?

How would you respond if an adolescent called you 'cunt' or 'cocksucker'?

- What gross sexual language did you yourself use in your adolescence?

(Information on sexualised language can be found in Key Element 4.)

What does 'normal' mean?

Life during puberty

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Some facts

Puberty involves more than physical changes

Everything changes in puberty. And that can be taken almost literally. Just consider all the things going on physically: body proportions alter and you gain weight, body hair becomes thicker; in particular, underarm and pubic hair makes a first appearance; the skin changes, spots can occur, perspiratory glands develop and the body odour is different. Boys' voices drop in tone, chest hair grows, the penis and testicles change, erections become more frequent. Girls notice that their breasts are growing and menstrual bleeding sets in. These changes cause insecurity among both boys and girls. Physical changes are one thing; but there are also developments psychologically and socially. Adolescents are searching for their own identity: "Who am I? How do I relate towards others – to parents, teachers and most of all, the opposite sex? What is my place in the peer group? What is my place in society?" The answers to these questions do not appear from one day to the next. This is why it is completely normal for young people undergoing puberty to experience a lot of insecurity.

"I'm totally miserable because my breasts are not growing right. All the other girls are ahead. Can this be hereditary?" Betty, 13 years

"Everyone wants something different from me – parents, friends, teachers. Everyone bothers me about my clothes. No-one asks what I want." Till, 15 years

The search for sexual identity

Alongside feelings of insecurity on biological, social and psychological levels, adolescence signals the beginning of a search for sexual identity (though it may not necessarily end when puberty does, but can take an entire lifetime). Whether in romantic relationships, discovering a same-sex orientation or in concerns about their first sexual experiences, there are many 'first times' for adolescents.

The make-up of an individual's patterns of desire is determined from early childhood. Sexuality in early childhood is not defined, in the same way as for adults, by "genital" sexuality. The child's experience of bonds, relationships, body and needs is concentrated into so-called 'intra-psychological scripts', (in connection with sexuality referred to as 'love maps'). These will not be sexualised until puberty, becoming effective in the context of partnership, sexual intercourse and the demands made in relationships and by sexual partners. Such scripts are updated and revised through new physical-sexual and emotional experiences.



Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Whilst finding their sexual identity, adolescents respond very strongly to models and stereotypes provided by their social environment and the media. There are many ways in which they can 'process' these models: from exaggerated, romanticising ideas about the great first love, through a prejudicial attitude towards homosexuality, to the pressure exerted by the peer group to finally put the "first time" behind one. At the centre of all this is the wish to be as normal as possible. Adolescents want to belong. In the search for normalcy and affiliation, adolescents perceive clearly and absorb what is happening among their peers in terms of physical development, romantic relationships and first sexual experiences.

These perceptions are part and parcel of the process of referring to people of the same age as role models. Whether in the sphere of sexuality or going out, alcohol consumption, music or clothes – adolescents want to conform to their peer groups. Peer groups are not limited to direct friends but may have a wide range of special characteristics (e.g. rappers, nerds, tree-huggers, punks, gamers).

"Primary school children often don't know what it all means and during a sexual education class they may ask: But what is sex for?"

Esther Schoonbrood, physician

"I think people are sometimes insecure and don't have much self-confidence because they aren't exactly the same as the others. I believe that is one of the biggest problems during puberty." Nicolas, 15 years

Sex is everywhere – but discussion is rare

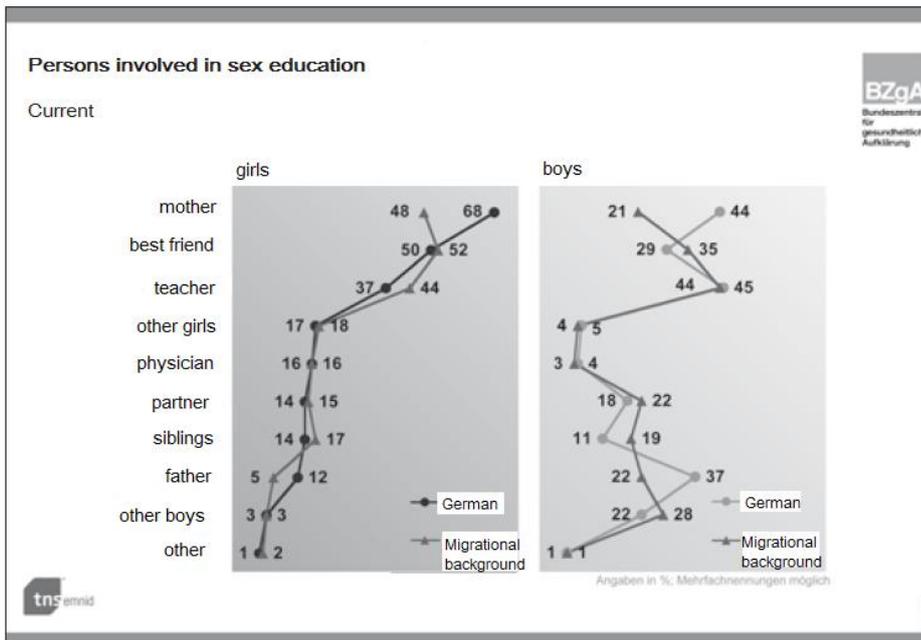
Sexualised content is everywhere in the public realm. In advertising, pop music or in talk shows, nude bodies appear as frequently as adults talking about sex, apparently without inhibition. But a lot of it just stays at the surface: a deeper discussion of sexuality is not normal at all in our society. On the contrary, from a certain point onward, sexuality in the (medial) public plainly continues to be a taboo issue. Even though the educational provision for adolescents by parents and school is generally good in terms of biological issues such as pregnancy, contraception, menstruation or sexually transmitted diseases, communication about topics going further continues to be awkward for many adults. The main candidates for the status of taboo topics are masturbation, orgasm, sexual practices, homosexuality and pornography. These are the very topics with which adolescents are confronted during puberty – through their peer group, on television or via the internet. It is not unusual for information from these sources to be erroneous, or misinterpreted. Hence, irritating ideas that trigger insecurity concerning



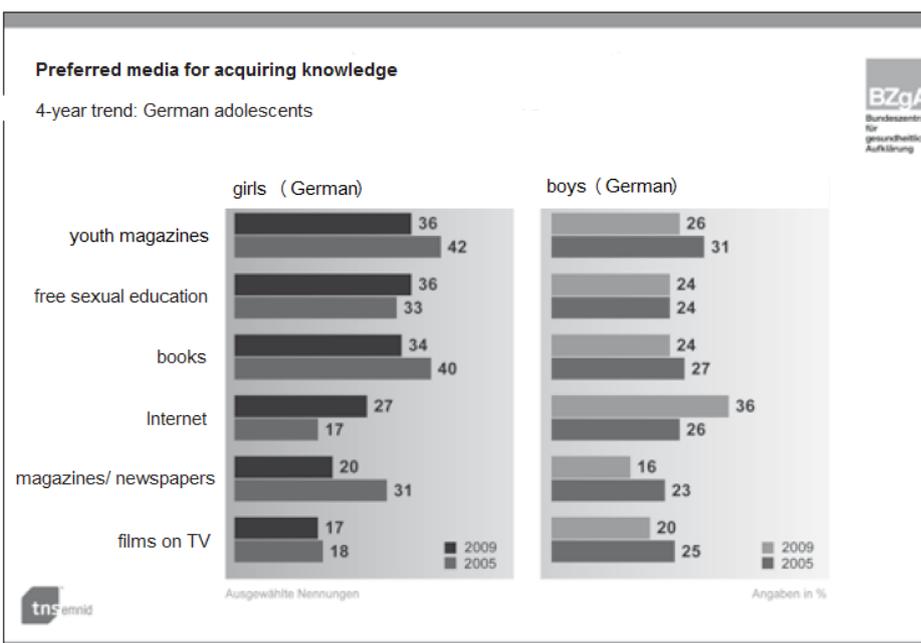
the frequency of orgasms, penis size or the ability “as a man to really satisfy a woman” can arise. Likewise, exaggerated expectations for the ‘ideal’ man and woman are conveyed. Adolescents rely on external support when processing these impressions and when dealing with biological and social changes. This signals an opportunity for schools and other educational organisations.

Talk – but with whom?

Although media are everywhere, discussion between people still represents the most important source of information in sex education. Consistent results on this issue emerge from various studies. The study entitled “Jugendsexualität (Adolescent Sexuality)” by the German Federal Centre for Health Education published in 2010 is an example of this consistency: it found that mothers are the first and closest instance and friends the second instance as key discussion partners on questions of sexuality.



One-to-one conversations are still the main source of sexual education. Mothers play an essential role in the process; nearly as important are teachers, however. The 2010 Federal Centre for Health Education study asked: “Who played the most important role for you with respect to sexual education?” Source: German Federal Centre for Health Education, 2010



For girls, printed material is still the most important media source of information of knowledge about sex. Boys clearly prefer the internet; but the trend among girls is also changing in the same direction. Source: Federal Centre for Health Education, 2010

Before you talk to adolescents ...

Key Element 1 Life during puberty

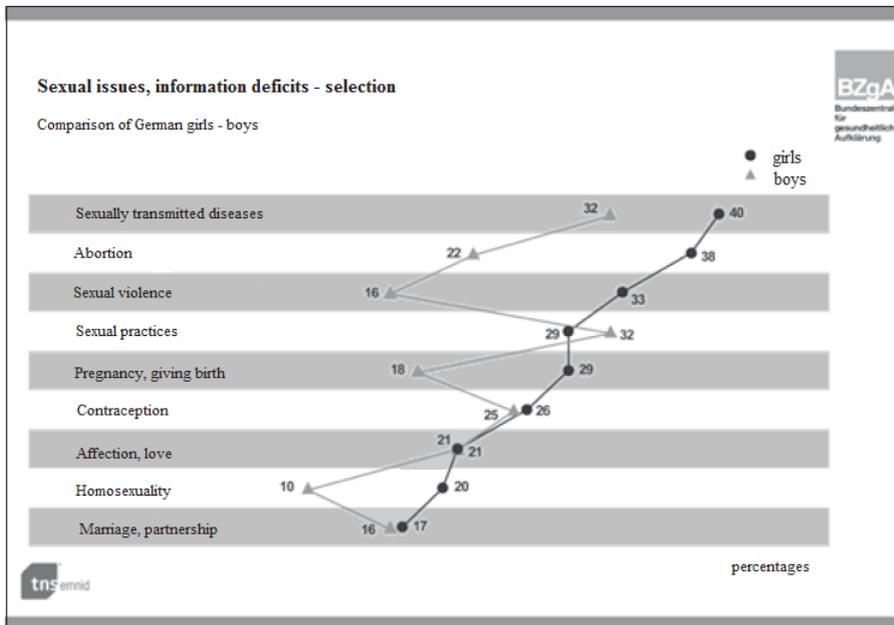
Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

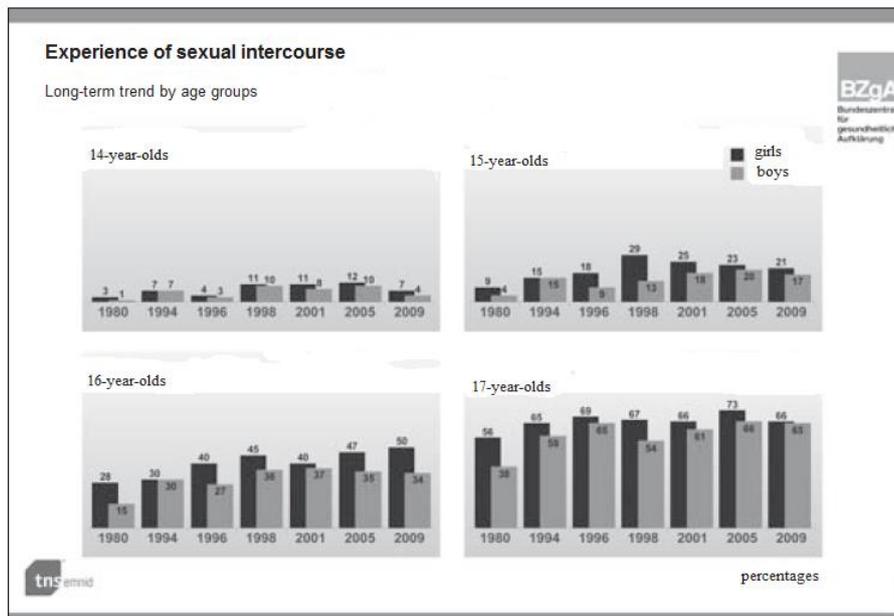
Interviews and bibliography

Yet, school also plays an important role here. Teachers are cited by girls as the third most frequently involved persons in sex education, and they are even the second most frequently cited by boys. It has turned out to be beneficial in school practice if groups separated by gender are led by persons of the same gender, meaning girls by a woman and boys by a man.

Sensitive questions however are seldom broached by adult discussion partners and adolescents are hesitant about bringing them up themselves. It seems almost inevitable that sexualised content in the media, primarily on the internet and in television, takes on an important complementary informational function for adolescents. Among girls, the print media (books, sexual education booklets or adolescent magazines) are a little more popular; boys are more open to screen media.



Sexual practices are equally interesting to boys and girls. However, girls have an even stronger interest in psychosocial topics such as abortion or sexual violence. Source: German Federal Centre for Health Education, 2010



Contrary to the widespread belief that adolescents' first experience of sex is at an everdecreasing age, over the past 10 years the age at which adolescents have sexual intercourse has for the first time has risen again. Source: German Federal Centre for Health Education, 2010

The practice of turning to the media as a source of information coincides with a second effect: as adolescents grow up, parents lose their role as a central point of reference in matters of sexuality. For adolescents up to age 14, parents are the first recourse, while during puberty, friends or the relationship partner play an increasingly important role. The same trend is also apparent in the school setting. The priority of the school as a contact point for questions of sexuality strongly declines by age 17. In puberty, adolescents are interested not only in sexuality in a narrow sense, but, naturally enough, in everything to do with love. Occasionally, the need for information and discussion in matters of love is even stronger than in matters of sexuality. Yet not every adult finds it easy to talk about emotions or to give advice on the issue.

The gap between knowledge and action

These days, adolescents have very many ways in which to obtain information. Despite, or perhaps because of this, a discrepancy between knowledge and action arises. At an early age, adolescents know terms like 'anal sex', 'fisting' or 'gangbang' and have seen films on the internet; however they are a long way away from having any actual experience with sexuality (not to mention with the said techniques).

Despite having extensive knowledge about the practical aspects of sexuality, knowledge about one's own body has increased no more than the level of sexual activity of today's adolescents. Adolescents today have intercourse for the first time slightly later than was the case in 2000. The fear of an increasing sexualisation of adolescents in the meaning of premature and increased sexual experience – triggered by the internet – cannot therefore be confirmed. Meanwhile, the knowledge/experience gap seems to have the effect that adolescents feel under pressure very early on in puberty to conform to media models regarding sexuality and physical appearance.

False ideas causing insecurity are corrected or qualified neither in the peer group nor in the media. For this reason, adults are needed who can open a constructive access to sexuality. Parents and educators can

- create room for discussion where adolescents can talk,
- support adolescents in building up a positive self-image,
- provide information and name sources of sex education,
- set limits,
- help break taboos.



Before you talk to adolescents ...

Key Element 1 *Life during puberty*

Key Element 2 *Ideals of beauty in our society*

Key Element 3 *Pornography on the web*

Interviews and bibliography

New media as a provider of sexual education

Putting aside the fact that the internet is a rich source of pornography, web-based offers can assume a positive complementary role in sexuality and relationships education. The high affinity of adolescents for the internet is indeed helpful in this respect. Without inhibition thresholds, information on highly charged issues can be obtained. An untargeted search on popular search engines leads in most instances to an unreliable answer, however. It is highly probable that adolescents will come across content that makes them even more insecure and that portrays sexuality as something that has to do with the mere application of technique.

“Both girls and boys are left largely to their own devices on questions about love and tenderness.”

**Ursula Enders, Zartbitter e. V.
Cologne**

Common search terms such as ‘penis size’, ‘orgasm’, ‘masturbation’ or ‘satisfy woman’ also produce hits for reliable sources, but depending on the wording of the query, they also return hits that lead to pornographic pages or supposed ‘relationship advice’ pages. The tips there, on how to become the perfect lover, frequently describe sexuality and partnership as a performance-oriented multi-point programme that can be executed in the manner of a training plan. It is obvious that “the 50 hottest sex tips” are more likely to mislead, with suggestions such as “a woman should immediately feel that you are a sex miracle. But she must never see through the secret of your training plan” or “Ultimate tips for the best blow job of your life”.

Personal conversation continues to be an important resource when it comes to sexual education. Central conversational partners in this respect are teachers and educators. After all, despite the seemingly infinite information, our society hardly offers possibilities for adolescents to talk about or reflect on topics associated with taboos. Study results indicate clearly that pedagogic professionals can offer the necessary, frequently missing help to discuss important sexual topics and not just to treat them superficially. The internet has become a source for adolescents to draw on for information. Topics relating to love and sexuality play a tremendously important role for adolescents in this regard. At the same time however, false ideas causing insecurity, which are communicated by the media (e.g. porn) or the personal environment (peer group) are rarely corrected or qualified. Even though adolescents today know a lot about the practical aspects of sexuality, yet there is an ever-

greater discrepancy between knowledge and personal experience.

Adolescents address sensitive questions only rarely and adults, too, are reluctant to break taboos. To create room for discussion and help adolescents access the topic, reflection on gender roles, thinking about one's own role as boy/man or girl/woman can be a first constructive point of access. This also involves discussing gender clichés and stereotypes.

The materials "The Jonny in you" and "Stupid Girls" (Assignment 3) are designed as assignments on the topic of gender clichés in such a way that they can be conducted in groups separated by sex. It is generally necessary to question media sources and also explore new sources of education and advice, to compare and evaluate them. A further assignment in this Key Element therefore allows a qualitative comparison to be made between the internet content on educational topics and traditional content, such as magazines.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Further Information

Online advice sites provide an easily accessible means of describing one's problems and asking questions. Legitimate operators of such advisory services provide advice anonymously and free of charge.

 **www.bzga.de**

Target group: adults and adolescents

As the central point of contact for information and booklets, the German Federal Centre for Health Education (BZgA) offers a wide range of materials on adolescent sexuality and SRE.

 **www.loveline.de**

Target group: adolescents

loveline.de provides adolescents with information on sexuality and partnership. Under focus themes which change on a regular basis, central aspects are presented and discussed in chat format. A comprehensive glossary, Q&A, join-in campaigns, quizzes and a media shop round out these multiple prize-winning online services which are provided by the German Federal Central for Health Education.

 **www.schule.loveline.de**

Target group: teachers

schule.loveline.de offers registered teachers detailed information, current insights from science and practice, and materials and methods for interdisciplinary education, as well as tips for working with Loveline.

 **www.sextra.de**

Target group: adolescents, adults

The website provides a clearly structured overview and gives anonymous advice free of charge. The advisors are employees of pro familia who have special training in the subject matter. Besides advisory services, Sextra also operates a forum on which interested people can engage in an anonymised exchange with others. The site also offers further information for adults and educators.

 **Heartbeat-Forum auf ww.aok4you.de**

Target group: adolescents

Although this page for adolescents under the online services of the health insurer AOK "aok4you.de" is a little difficult to find, it offers adolescents legitimate, free and anonymous advice from three experts. At the core of

the forum are adolescents' questions in 'matters of the heart', which are answered by the experts in forum posts.

 **www.nummergegenkummer.de**

Target group: children, adolescents, parents

The website essentially presents the services of 'Nummer gegen Kummer' (number to call in case of trouble), and the two phone numbers which children, adolescents and adults can use when seeking personal advice. It is, like all legitimate offers, anonymous, free and operated by advisers working voluntarily. The services are therefore not accessible around the clock, but limited to certain hours. The number for adolescents is 0800/1110333.

 **www.kids-hotline.de**

Target group: children and adolescents up to age 21

The page offers forum advice, individual advice and chat advice not only on questions of love and sexuality but also family, school, educational issues and more. However, registration with a user name and a password is required, as well as a few data for statistical purposes.

 **www.bravo.de**

Target group: adolescents and children from about age 11 Adolescents' questions relating to love, sexuality and relationships are answered exhaustively by the proverbial Dr Sommer. The rest of the website contains largely unchallenged and sometimes even reaffirmed gender role clichés.

 **beratungsstelle@lmz-bw.de**

Target group: educators and parents

The advice hotline offers help and support in all questions of parental controls, e.g. with respect to internet and mobile phone use, problematic content, unpleasant situations, data privacy, the right to one's own image, advertising and scams, computer games, the phenomena of addiction and violence and television. Furthermore, it gives advice on event planning and finding speakers: 0711/2850-777.

Assignment	Time (in min.)	Target group	Objectives	Methods	Organisational format	Additional material	Internet / PC
Assignment 1 Swap Meet Puberty	45	from 12	Introduction and discussion on the topic of puberty	Work with terminology cards	Whole group	Copying and cutting out 3-5 cards per person with terms	no
Assignment 2 Typical boy, Typical girls?	60	from 12	Contemplating gender stereotypes, seeing the viewpoint of the opposite sex	Mobile survey, discussion, thought experiment	Work in pairs, Whole group	Mobile phones with memory function, 1 between 2 adolescents, paper, pens	no
Assignment 3 (for boys) The Jonny in You	45 (with addtl. exercise 120)	From 14 for boys	Contemplating one's role as boy/man in society, Thinking about gender clichés	Work on song text, texting individually	Work alone, Whole group	–	yes / no
Assignment 3 (for girls) Stupid Girls	45 (with addtl. exercise 120)	from 14 for girls	Contemplating one's role as girl/woman in society, Thinking about gender clichés	Work on song text, preparing clip recording or photo shoot	Work alone, whole group	–	yes / no
Assignment 4 Letters to the Editor	60	from 12	Getting to know internet Content relating to sexuality and relationships, e.g. sextra.de and loveline.de, and exploring them	Internet research, answering letters to the editor	Group	Mobile phones with camera or photo feature, 1 between 4 adolescents	yes
Assignment 5 Test Report on Sex Ed Media	30	from 12	Comparing and evaluating media sources of information on the topic of sexuality	Discussion, drafting test report	Group	–	no

Before you talk to adolescents ...

Key Element 1 *Life during puberty*

Key Element 2 *Ideals of beauty in our society*

Key Element 3 *Pornography on the web*

Interviews and bibliography

Assignment 1: Puberty Swap Meet

Topic	The method “Puberty Swap Meet” is suitable as an introduction to the topic and helps to stimulate a discussion of puberty (cf. Timmermanns, S. & Tuider, E. 2008, p. 151–155)
Target group	From age 12
Organisational format	Whole group
Time	45 minutes
Preparation	Prepare terminology cards (template for Assignment 1, see next page)
Methodological notes	<p>Procedure:</p> <p>Each student is given 3 to 5 cards with prepared terms. The students have 5 minutes in which to think which terms are currently most important to them. Terms of lesser relevance can be swapped or given away in the group. At the end, everyone should hold only the cards that are relevant to him or her. This may mean that they hold only one card. The important thing is that the student feels this card is especially significant. Additional terms that might be important to the students may be added.</p> <p>Evaluation:</p> <p>Variant a) Each student briefly presents his/her cards.</p> <p>Variant b) The students briefly present their cards with either the boys or girls starting. This will allow the class to determine whether and to what extent the significance of the terms differ between the sexes.</p> <p>Afterwards, the following evaluation questions can guide the discussion:</p> <ul style="list-style-type: none">• Who is happy with their cards?• Which terms were particularly popular?• Were any terms missing?• Which terms could you not get rid of at all?• Can you imagine that your attitudes will change?• Were different terms important to girls than to boys? What might be the reasons for this?
Access to internet / PC	No

Assignment 1: Puberty Swap Meet

Affection	Feeling of security	Being able to talk to one other	Being able to laugh with one other	Being able to listen
Looks	Being beautiful	Generosity	Chatting	Dancing
Interest in politics	Intelligence	Fun	Faithfulness	Sex
Holiday	Cooking	Sport	Soccer	Night club
Fitness	Sense of family	Contraception	Sexual experiments	Kissing
Making out	Partying	Flirting	Drinking	Smoking
Music	Large breasts	Long legs	Six pack	Athletic
Muscular	Slim	Groomed appearance	Hygiene	Watching videos on YouTube
Shaved armpits	Shaved pubic area	Weight	Figure	Hair
Eyes	Being able to display affection also in public	Acceptance by parents	Acceptance by peers	Doing something together
DSDS (talent show)	GNTM (talent show)	Wish for a child	Money	Style of clothing
Sports news	Action movies	Role games	Computer games	Console games
MTV shows	Facebook	WhatsApp		

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 2: Typical boy, typical girl?

Topic	In this assignment, gender stereotypes are challenged and gender roles contemplated. Furthermore, by examining the viewpoint of the opposite sex, expectations and assumptions are discussed.
Target group	From age 12
Organisational format	Work in pairs, whole group
Time	60 minutes (with additional exercise: approx. 90 minutes)
Preparation	Mobile phones with recording function
Methodological notes	<p>Procedure: The lead-in uses the image in the work material for Assignment 2. Here, two adolescents are shown, a girl on the left and a boy on the right. However, the two figures cannot be definitively attributed to a specific gender. Students must try to decide on gender and thus start a discussion on “What is typical for girls/boys?”</p> <p>Exercise 1: A group opinion poll (this is recorded by means of mobile phone speech recording (nearly all devices are now equipped with this as standard) allows students to pursue the questions “What is typical for boys, what is typical for girls?” Suggestion: forming groups with about four adolescents to each mobile phone. The ‘poll’ should be as free as possible. This entails students moving around in the room and picking out ‘interviewees’ from the other groups.</p> <p> Note: If the survey is to be conducted amongst adolescents outside the group, e.g. during break time at the school, it is recommended that students be given a written assignment or confirmation. (The use of mobile phones is prohibited in many schools).</p> <p>Evaluation: The groups are then asked to assemble all comments on a poster/blackboard under two columns (“typical for boys”/“typical for girls”). Here, one can find out if there is a “typical” idea of gender within the group. <i>Possible questions:</i></p> <ul style="list-style-type: none">• Do you identify yourselves with the descriptions?• Are there any incorrect statements in your opinion?• Does the typical girl or typical boy exist? <p>The groups can stage-act particularly funny, well-done or interesting statements in front of the others. If many comments are gathered, it can be a good idea to sort and group the statements again. Optionally, the group can vote on ‘particularly typical’ modes of behaviour.</p> <p>Exercise 2: Now a discussion follows. This should cover the expectations society has of girls and boys, but also the expectations boys have of girls and vice versa. The development of different aspects can be a basis for further work in Assignment 3 on the clichés of the typical masculinity and typical femininity.</p> <p> Additional exercise: The students are sent on a ‘voyage to the opposite sex’ by means of a thought experiment. How would a daily routine differ if you were in another body? The additional exercise can re-visit the idea that there are modes of behaviour or social conditions for which you envy others and that you would like to have for yourself.</p>
Internet / PC	No

Assignment 2: Typical boy, typical girl?

Take a look at the pictures.

Which figure is the boy?

Which figure is the girl?

Give reasons for your opinion.

Use the following exercises to think about what it means to be a boy or a girl.



Exercise 1:

- Form groups of four, ask for the opinions of the group using your mobile phones and record speakers in other groups talking about the following questions:
What is typical for boys? What is typical for girls?
Important: ask boys and girls to name their own characteristics, and those of the opposite sex.
- Collect the statements under the headings "typical for boys" and "typical for girls" on a poster/blackboard.
- Play back a comment to the other group from a boy and from a girl that you find particularly good, thrilling or informative.

Exercise 2:

Discuss the following questions in the group:

- What are the advantages or disadvantages of being a member of your sex?
You can be guided by these sentences:
Because I'm a girl/boy, I can...
Because I'm a girl/boy, I must...
What is nice/not so nice being a boy?
What is nice/not so nice being a girl?
- What do boys expect from girls and vice versa?

Additional exercise:

Thought experiment: And what if everything was the other way around???

What would your day be like if you were a member of the opposite sex? What are the things that would be different? Write down your daily routine (girls as boys, boys as girls).

Are there modes of behaviour or skills that you would like to keep after your imaginary voyage into the other body?

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 3 (for boys): The Jonny inside you

Topic	<p>In this assignment, which centres on the song lyrics by Jan Delay, the conflicts of young men in today's society are the main topic. Ideally a male teacher should lead the group. The session is a good opportunity to talk about insecurity and desires.</p> <p>Tip for use at school: Perhaps you can work together with a parallel class. A male teacher takes over the boys' contingent of both classes and they work on Assignment 3, while a female teacher takes over the girls' contingent and works with them on Assignment 4.</p>
Target group	From age 14, for boys
Organisational format	Whole group
Time	45 minutes (with additional exercise: approx. 120 minutes)
Preparation	Provide song or video of "Oh Jonny" (at iTunes or YouTube)
Methodological notes	<p>Exercise 1: As lead-in, the song "Oh Jonny" can either be played back or viewed on a music portal, or the lyrics can be read as a group. Jan Delay gives a few, very colourful, examples of typically male behaviour in his song lyrics. All of these points should be developed: "Drinking binges, fucking around, getting in fights" "Hey, all cool, do what you want" "Piss standing up" "Call your mum a dirty bitch" The last line is clearly an example of derogatory language among young people (on this topic, also see Key Element 4, Assignment 18). The lyrics make very clear a field of tension as experienced predominantly by young men today. On the one hand, men are supposed to earn money, be providers, and achieve something. On the other hand, however, they are not supposed to "make" money scrupulously or lack style, (wearing furs is negative, for example). The following questions allow the boys to take a view and express what they feel about these accusations.</p> <ul style="list-style-type: none">• Do you identify with this text?• Are there men like this?• Would you like to be perceived that way?• What do you think: What do girls want you to be like?• What other Jonny types are there (in our society, e.g. media characters)?• Are you a Jonny perhaps? <p>Through various viewpoints, students can assess themselves using the work paper. If the exercise is conducted together at a large target face, you use this to portray an overview of the opinions of the entire group and round up the issue.</p> <p>Exercise 2: The question concerning the message of the chorus provided an opportunity to reflect on personal value ideals. In the line "Oh Jonny! Is your Gandhi always on a break?", the reference to Mahatma Gandhi underlines this. The metaphorical call to "run off home fast" can be perceived as a piece of advice: it is better to leave some things alone than to get involved. The exercise should discuss the contradictory demands made of men, e.g. through the question: "Is it difficult being a man today?"</p>
Internet / PC	Yes / No

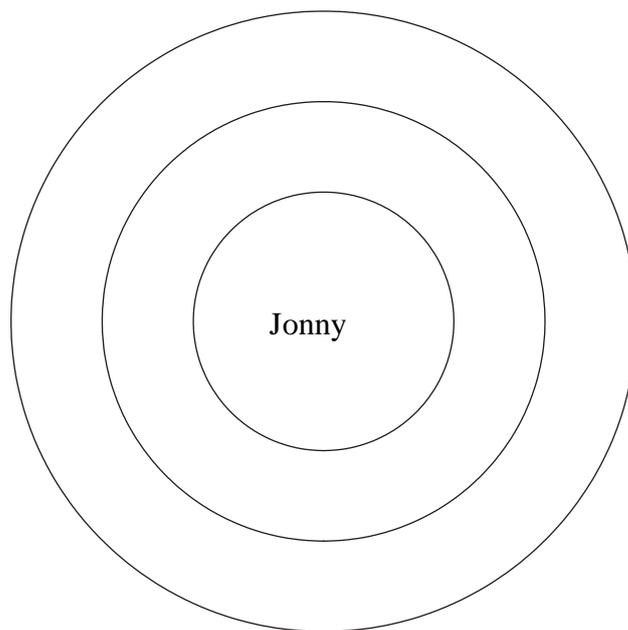


Additional exercise: Even though it may be assumed that some adolescents already know the lyrics, it can nonetheless be exciting to hear the direction boys take when continuing the rhyme, and which favourite topics they incorporate. Depending on the level of skill, they can be instructed to continue the lyrics in rhymes: stanza > aa bb cc dd (aa and dd are rhyming couplets, bb and cc are off rhymes often used in hip-hop) – chorus > aa bb (rhyme couplet).

Assignment 3: Jonny Inside of You

Read the song lyrics by Jan Delay:

Delay: Oh Jonny
Do what you want and feel free Drinking binges, fucking around, getting in fights Hey, all cool, do what you want Go lie and cheat, read the SUN Hey, go fuck, man! Make money Steal ideas, piss standing up, wear a fur! Call your mum a dirty whore Don't be owning' no energy savings lamp
Chorus
Oh Jonny! But don't you have a conscience Oh Jonny! Yeah, then you can fuck off! Oh Jonny! Is your Gandhi always on break Oh Jonny! Yeah, then run off home fast
Lyrics: Jan Delay; source: http://www.jandelay.net/oh-jonny-jan-delay.php , status: 06.07.10; 12:09 p.m.



Exercise 1:

What male modes of behaviour are referred to by Jan Delay in his song? Collect answers on a poster!
Who is a Jonny to you?
How close are you to becoming a boy like Jonny?
Put yourself on the bull's eye!

Exercise 2:

Read the chorus again.
How does Jan Delay judge Jonny's behaviour?

Additional exercise:

Continue the lyrics, writing in the style of Jan Delay and present your lyrics to each other. (You can also rap it yourselves and record it on the mobile phone.)

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 3 (for girls): 'Stupid Girls'

Topic	Like the assignment for boys, this assignment proposal for girls concerns gender and role clichés. This assignment can be combined with the assignment suggestions in Key Element 2, which involve critical reflection on media-staged ideals of beauty. This assignment should be conducted under female supervision. Tip for use at school: Perhaps you can work together with a parallel class. A male teacher takes over the boys' contingent of both classes and they work on Assignment 3 while a female teacher takes over the girls' contingent and works with them on Assignment 4.
Target group	From age 14, for girls
Organisational format	Whole group, groups of 4
Time	45 minutes (with additional exercise: approx. 120 minutes)
Preparation	Before carrying out the assignment, watch the video. You may need to release the web address for the video, since filters often block video portals and similar; mobile phones with video function, transmission cable, internet access)
Methodological notes	<p>Exercise 1: As lead-in, the group watches the video "Stupid Girls" by the artist "Pink". In her video, Pink plays with clichés of women and femininity, e.g. being mad about shopping and beauty or unable to drive a car, having a "sugar daddy" take care of you, etc. These modes of behaviour are illustrated mainly through parodying celebrities who have become famous for these attributes and who quite frequently celebrate them, too (e.g. Paris Hilton with her sex video "One night in Paris"). The following questions allow students to take a view and talk about clichés:</p> <ul style="list-style-type: none">• Are there women like that? Would you like to be perceived that way? What do you think boys want you to be like?• Through various viewpoints, girls can assess themselves using the work paper. If the exercise is conducted together at a large target face, you get an overview of the opinions of the entire group and can round up the issue. <p>Exercise 2: In the chorus, Pink highlights questions many young girls ask themselves today about being popular and getting attention. In this context, we can identify modes of behaviour as seduction: tossing the hair back, pushing up the bra – playing with sexual allures. The chorus however ends on the insight: "I don't want to be a dumb girl." The little girl is a symbol for the possibility of choosing either of the paths.</p> <p>Additional exercise: The girls now shoot their own video, focussing on conceptions of roles. Through exaggeration, the parody itself, they have the opportunity to contemplate their own but also others' modes of behaviour. The practice phase could take the following course:</p> <ul style="list-style-type: none">• In the beginning, a short script should be authored, which divides the film into scenes: (no more than 3 scenes, in bullet points); what are the materials and costumes needed?• Four girls share a mobile phone. The tasks should be divided into: actresses, director, (mobile phone) camerawoman. To read instructions on how to upload phone-recorded videos to the PC and edit, see: http://medienundbildung.com/index.php?id=477• To simplify things, a photo story can be compiled rather than a video, or individual images can be photographed. This shortens the time needed for the unit. http://medienundbildung.com/index.php?id=474• Even less time and effort is required for playing charades, in which typical female behaviours are written onto index cards, which are then collected. The cards are drawn one after the other and the relevant type of behaviour is enacted in mime. The other students guess. Then a discussion can take place on each rendition: Cliché or not?
Internet / PC	Yes / No

Assignment 3: Stupid Girls

Pink: Dumme Mädchen (German translation)	Pink: Stupid Girls (Englisch original)
<p>Geh in Fred Segals Beauty-Spa, da wirst du sie treffen. Ihr Lachen ist so laut, dass sich die kleinen Leute nach ihnen umdrehen, Sie sind immer auf der Suche nach einem Sugardaddy, der den Champagner zahlt Was ist aus dem Mädchen geworden, das Präsidentin werden wollte? Sie tanzt jetzt neben 50 Cent im Videoclip Sie sind immer zu zweit oder zu dritt unterwegs Mit ihren klitzekleinen Hündchen und winzigen Tops. Wo, oh wo sind bloß die vernünftigen Leute geblieben? Oh wo, oh wo könnten sie sein?</p>	<p>Go to Fred Segal, you'll find them there Laughing loud so all the little people stare Looking for a daddy to pay for the champagne What happened to the dreams of a girl president She's dancing in the video next to 50 Cent They travel in packs of two or three With their itsy bitsy doggies and their teeny-weeny tees Where, oh where, have the smart people gone? Oh where, oh where could they be?</p>
Chorus	Chorus
<p>Wenn ich mich so benehme, wird mich dieser Typ vielleicht zurückrufen Was für ein kamerageiles Mädchen, ich will kein dummes Mädchen sein Baby wenn ich mich so aufführe, mein blondes Haar zurückwerfe Meinen BH so hochschiebe, ich will kein dummes Mädchen sein</p>	<p>Maybe if I act like that, that guy will call me back What a paparazzi girl, I don't wanna be a stupid girl Baby if I act like that, flipping my blond hair back Push up my bra like that, I don't wanna be a stupid girl</p>

Lyrics: Pink; source: golyr.de, status: 12.10.10; 2.50 p.m.

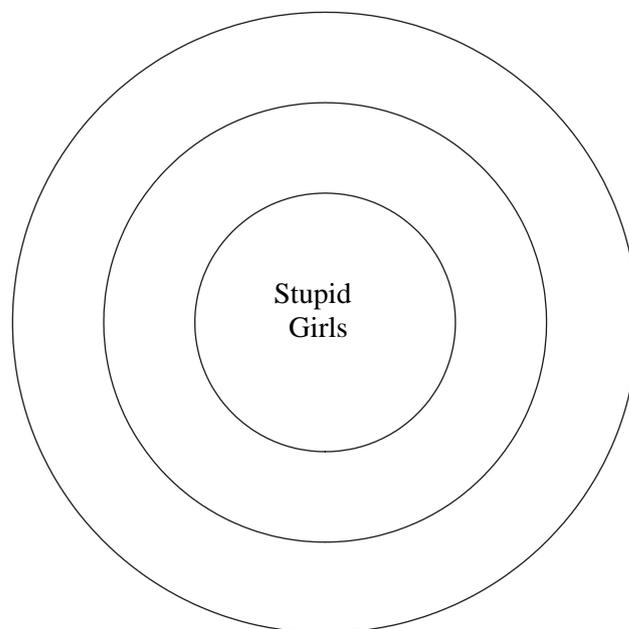
Magistrix.de, status: 15.11.10; 10.00 a.m.

Exercise 1:

What types of women's behaviour does Pink address in her song? Collect bullet points on posters.
 Who is a stupid girl to you?
 How close are you to becoming a stupid girl?
 Put yourself on the bull's eye!

Exercise 2:

Read the chorus again. How does Pink judge the behaviour of a stupid girl? And what role does the little girl in the video play?



Additional exercise:

Do you know other videos that make clichés of typically female or male behaviour their theme?
 Shoot your own video in groups of four in the style of Pink (and record it, e.g. on the mobile phone).

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 4: Letters to the Editor

Topic	<p>The assignment presents advice and information portals on the internet, where adolescents can find reliable information on the issue of sexuality. The focus here is on physical and social changes during puberty.</p> <p>At school and at home, adolescents are often taught only biological aspects in sexual education classes, with topics relating to sexual practice (climax, homosexuality, pornography, prostitution, etc.) often left out.</p>
Target group	From age 12
Organisational format	Work in group
Time	60 minutes
Preparation	Internet access
Methodological notes	<p>Procedure:</p> <p>Students choose a letter from the work material in the style of the letters to the editor of well-known magazines for teenagers. They can also draft a question of their own and research on the cited advice pages (sextra.de, loveline.de, Heartbeat-Forum). Adolescent magazines often contain letters to the editor that describe problems with one's looks, relationships or the peer group. Consider how much time you can allow students to explore the pages to satisfy their curiosity without losing the thematic thread.</p> <p> Note: Alternatives</p> <p>Students prepare short letters to the editor together with their group. The texts should describe fictitious (yet serious) problems.</p> <p>The groups exchange letters. Each group must discuss the problems put forward in the letters and outline answers.</p> <p>Students then research the same or similar questions on the given web pages and in the process compare these to their own answers. Letters are returned to the (original) groups.</p> <p><i>Evaluation:</i> The individual groups are asked to take turns to present the problems to the forum and to provide answers. In the evaluation, the following key questions can be used:</p> <ul style="list-style-type: none">• Are you happy with the answer?• How realistic is the answer?• How realistic is the problem?• Do you believe that the answers would help an adolescent in this situation?• How helpful are the cited webpages?
Internet / PC	Yes

Assignment 4: Letters to the Editor

Magazines for adolescents often have a 'Letters to the editor' page, for readers' problems relating to looks, their first relationship or their peer group.

Exercise 1:

You are now one of the editors.
Read the letters to the editor and choose one. You can also formulate your own letter to the editor with a problem or a question. Search the portals for an answer to the question and formulate a response to the correspondent.

Hello,
I would like to know how large an average penis gets. Mine is about 13-14 cm when it's hard. Is that too small for my age (16)? And at what age does the penis grow "really"? Jonas, 16 years

Hello,
I would like to know when I will finally get my period. I'm already 13 and haven't yet had one, in contrast to my friends. Can you tell me when I will finally get my period?
Maike, 13 years

Hello dear advisor team,
I'm a 14-year-old boy and do not know if I am permitted to watch porn videos. I have found a few in my father's bedside cupboard. Can I watch them?

Texts:
sextra.de

Dear,

I have read your letter with interest, ...



 www.sextra.de
Pages of pro familia



 www.loveline.de
Pages of the German Federal
Centre for Health Education

Heartbeat-Forum



 [www.aok4you.de/aok-magazine/
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Pages of AOK

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

Assignment 5: Test report on sexual education media

Topic	The assignment focuses on information sources on sexuality for adolescents and enables a comparison of the quality of information. Studies show that, next to the value of what one learns by talking with others, adolescents value the media as a source of information. Girls prefer print media, while boys use technical and visual media equally (e.g. internet, videos). Pornography as a source of information is evaluated positively by younger adolescents without, or with little, sexual experience (cf. Grimm et al. 2010).																																			
Target group	From age 14																																			
Organisational format	Work in group																																			
Time	30 minutes																																			
Preparation	Cut cards to size; Students should know internet offers such as sextra.de																																			
Methodological notes	<p>Procedure:</p> <p>The cartoon on the work sheet can be used to develop, in a humorous way, the theme of this unit as to the usefulness and reliability of sources of information on questions of sexuality. Students note their answers on the card to the question: "Where, or from whom, can you get information on questions of sexuality?" If the adolescents do not to cite "porn", the teacher can add this to the card. Cards are collected and if necessary, sorted.</p> <p>Students gather in groups and assess the different information sources. For this, teacher and students can create a table, or use the template "Test report on sexual education media". Further possible references in the table: men's magazines (e.g. Playboy), sex catalogues, school, partner, gynecologist, love films, music lyrics/music videos.</p> <p><i>Possible Solution</i></p> <table border="1" data-bbox="391 1288 1461 1937"> <thead> <tr> <th></th> <th>Friends</th> <th>Internet portals sextra.de loveline.de sexwecan.at</th> <th>Adolescent magazines</th> <th>Porn</th> <th>Parents</th> </tr> </thead> <tbody> <tr> <td>Have what goal?</td> <td>Support, help</td> <td>Information, education, advice</td> <td>Entertainment, information, education, advice</td> <td>Stimulation, entertainment</td> <td>Protection, help, guidance</td> </tr> <tr> <td>Advantages</td> <td>Trust</td> <td>Anonymous, diverse (own questions also possible)</td> <td></td> <td>Anonymous, sexual practices are shown</td> <td>Trust</td> </tr> <tr> <td>Disadvantages</td> <td>Misinformation is possible</td> <td>Questions not possible</td> <td>Questions not possible</td> <td>Misinformation, misconceptions</td> <td>Possibly embarrassing, no information</td> </tr> <tr> <td>Reliability</td> <td>Not always</td> <td>Experts advise</td> <td>Experts advise</td> <td>Fantasy products that have little to do with reality</td> <td>Not always</td> </tr> </tbody> </table>							Friends	Internet portals sextra.de loveline.de sexwecan.at	Adolescent magazines	Porn	Parents	Have what goal?	Support, help	Information, education, advice	Entertainment, information, education, advice	Stimulation, entertainment	Protection, help, guidance	Advantages	Trust	Anonymous, diverse (own questions also possible)		Anonymous, sexual practices are shown	Trust	Disadvantages	Misinformation is possible	Questions not possible	Questions not possible	Misinformation, misconceptions	Possibly embarrassing, no information	Reliability	Not always	Experts advise	Experts advise	Fantasy products that have little to do with reality	Not always
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Internet / PC	No																																			

Assignment 5: Test report on sexual education media

Exercise:

Evaluate your sources of information on the topic of sexuality. Which information source can you recommend?

	Friends	Internet portals Sextra.de loveline.de sexwecan.at	Adolescent magazines	Porn	Parents		
Have what aim?							
Advantages							
Dis-advantages							
Reliability							
Overall evaluation	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆
☆☆☆ poor							
★☆☆ flawed							
★★☆ OK							
★★★ good							

Am I good-looking? Am I sexy?
Ideals of beauty in our society

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

Some facts

Who is the prettiest in the land?

The question of one's effect on others becomes urgent during adolescence, often taking the form of concern about one's appearance. Looks and physical changes are subjected to continuous and extremely critical self-examination. The questions "Am I good-looking?" or "Am I attractive to others?" are posed by girls and boys alike, and generally with reference to the current cultural ideals of beauty and gender stereotypes. Especially among girls, subjectively perceived problems of body weight and figure play a central role. Such perceptions however contrast, to varying degrees, with what is biologically normal growth during puberty: on average, girls gain eleven kilos in body fat during this time.

"Well, I want to lose weight because I feel terribly ashamed when I'm asked what my weight is... "How much do you weigh?" "... 52 kilos!" It's soooo embarrassing... other girls of my age weigh 45 kilos or so. =("
Girl, 12 years

A society's definitions of beauty cannot be objectively stated: they are subject to constant change. Slimness and athleticism have not always been ideals; they became fashionable only in the early 20th century. More recently, that too changed. In the post-World War II period, a voluptuous female body, with pronounced secondary sexual characteristics, such as embodied by Sophia Loren, Gina Lollobrigida or Marilyn Monroe was considered the ideal of beauty. Another example: the first 'Miss Sweden' in 1951 was 1.71 m tall and weighed 68 kilos. In the year 2004, the height of Miss Sweden was 1.78 m and her weight 52 kilos.

Western concepts of physical attractiveness do not by any means apply globally. Ideals of physical beauty with respect for example to the shape of the eyes and face, height, bust size, hips and buttocks vary, depending on whether you are in Asia, Africa, Europe or Latin America.

"Hey, I simply feel too fat... I'm 1.62 tall and weigh 62 kg and that's simply too much. I also have a fat belly and my thighs are somewhat thick. It's totally ugly – I hardly dare go out in a close-fitting T-shirt because something like that can be seen right away, just like going to the swimming pool in a bikini. That's when I suck in my stomach so it's not so obvious..."

Girl, 14 years

Look at me!

At times, adolescents' internet profiles strike adults as provocative or sexualised; this happens mostly in connection with self-made profile photos and photo albums in online communities. Such so-called "selfies" or "ego images" are taken by adolescents themselves; what is remarkable about this form of self-projection is its close resemblance to the way classic photo-models are presented. The sexual element is achieved through postures in which secondary sexual characteristics such as muscles, breasts, belly, physique or buttocks are accentuated, along with revealing clothing, facial expressions (e.g. pursed lips) and a lascivious, superior or challenging expression.

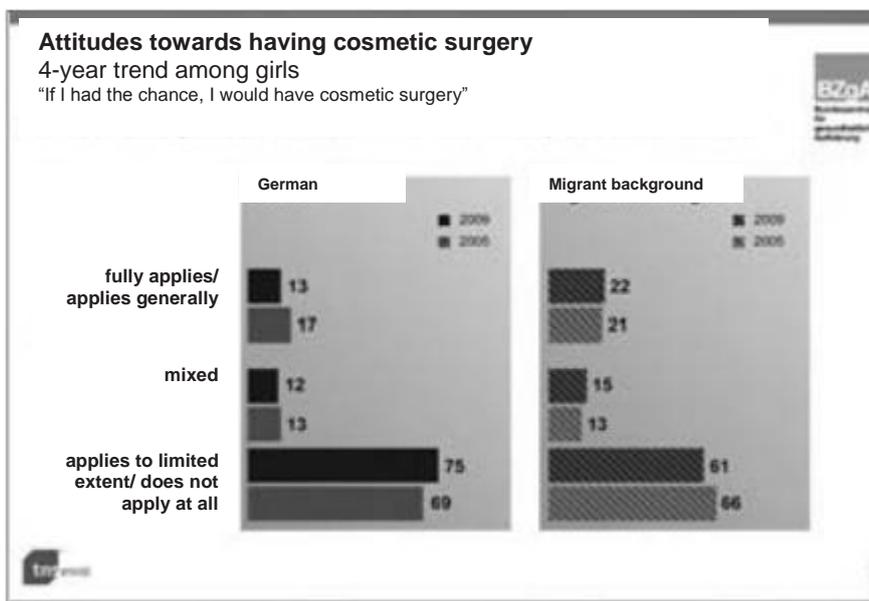
The sexual aspect of profiles is not necessarily at the forefront of adolescents' motivation. Rather, it arises in the eye of the beholder. What is 'sexualised' and what do such perceptions mean to us? The act of viewing itself may be sexualised. And even if adolescents mean to convey a sexual connotation in their profile, they cannot always foresee the viewer's reaction. Young girls in particular do not generally think about the type or intensity of effect their sexy poses have on men. They are unaware that there are men whose reaction to their poses is different from that of their friends or their peer group. In addition, adolescents' motives range from irony, through typical adolescent coquetry and putting on the type of pose typical of advertising, fashion and film worlds, to attempts at enhancing their attractiveness.

Adolescents do not often consider the consequences of the all too carefree treatment of their own (semi-) nude photos. Images they publish may be used as leverage or published and made accessible to a larger audience. The material can be used, perhaps after a terminated relationship has been broken off, to seek revenge, humiliate or embarrass others ("If you leave me, the entire school will see you having sex").

! **Sexting**
'Sexting' is the voluntary exchange of self-made nude or semi-nude photos via mobile phones, the internet or instant messaging. When sending images or using live cameras (today every laptop has an integrated camera!), adolescents are often unaware that not just the direct conversational partner but in some cases, the entire internet community can see the material.

Body modification

The question of physical attractiveness ("Am I good-looking?") – is closely linked to the search for social recognition ("Am I popular?"). Fashion, (body) jewellery, styling and music are means of self-portrayal that enable people to deviate from social norms and expectations, while at the same time fulfilling a key need for affiliation with a peer group. Deliberate 'designing' of one's own anatomy and the attempt to control the physical impression others receive is in line with the spirit of the times.



Girls with migrant backgrounds are clearly more open to cosmetic surgery than German girls.
Source: German Federal Centre for Health Education, 2010



The beauty industry offers everything from beauty care products to cosmetic surgery. In this context, body modification is a general term for all kinds of artificial changes to a person's physical appearance, in such forms as tattoos, piercings and branding, and including traditional cosmetic surgery such as breast augmentation or liposuction. Frequent news items about film, music and fashion celebrities who artificially modify their bodies with piercings, tattoos or cosmetic surgery, would seem to lend such forms of body modification social normalcy. However, according to the German Federal Centre for Health education study in 2010, only a small percentage of girls in Germany want cosmetic surgery. Furthermore, the acceptability among girls of surgical intervention has slightly declined in recent years.

"The belly-button piercing was the first one, I was fourteen. Piercings were becoming really trendy then.

Sonja [best friend, authors' note.], was the first to have one and I thought it was mega cool. I also wanted to be one of the first to stand out from the crowd and be cool.

A few days later we went to the studio together and I had one done too." Cat

"Images on the internet, especially pornographic ones, are much more appealing and more effective than mere talking or writing about sexuality – they fill the sensual conceptual gap."

Jakob Pastötter, sex researcher

Boys, too, must be good-looking

Recent years have seen an increase in the culture of the body among male adolescents, in connection with athleticism and body care as a cult. This is also expressed in a significant rise in the popularity of fitness studios and increasing demands for intimate or full-body shaving that are now made by boys too. According to the 2010 German Federal Centre for Health Education, fitness is the most important characteristic of attractiveness for four out of five male adolescents. For more than half the male adolescents, styling was a decisive part of their attitude to their own body.

The way media presents beauty on social networks is no longer aimed only at girls and women; in recent years, male adolescents and adult men have also been very strongly targeted. The postulated aim being a trim body, a flawless, smooth and muscular physique, and cosmetic treatment. Naturally, this media staging of male ideals of beauty has an impact.

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Germany seeks superbodies

In magazines, but also in advertising, publications for teenagers, films, TV soaps or the currently very popular talent shows “Superstar Germany” (DSDS) and “Germany’s Next Top Model” (GNTM), templates are put forward from which adolescents might learn how to act as woman or man, the definition of attractiveness, or what the other sex might be thinking. Such models also appear in sports and music domains and exert two key influences on the development of adolescents. Firstly, social acceptance and popularity is created, e.g. through an ability to contribute to peer group discussions on current (media) topics. Secondly, adolescents actively and consciously form an opinion on media content and messages, primarily as part of their peer group. The opinion they form (“I want to be just like that” vs. “That is stupid”) depends on a multitude of factors, such as life experiences, personality, and the current social support structures. Media content is thus not simply taken on board unquestioningly, but first ‘reconstructed’ through social interaction among peers or within the social environment.

The legacy of talent shows

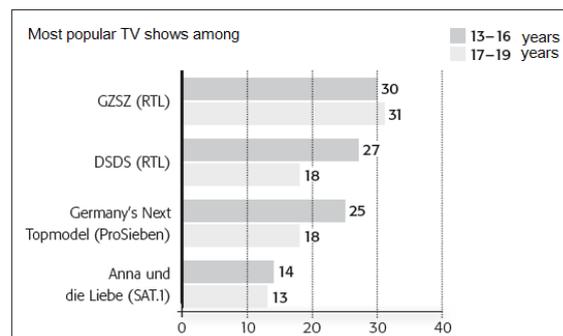
During puberty, girls and young women are particularly susceptible to forming a fixation on a physical beauty ideal that prescribes the leanness, pure skin and harmonious physical proportions that rarely exist in real life. Studies confirm that talent shows such as “Germany’s Next Topmodel” amplify this pressure and cause young girls in particular to be even more critical about their bodies.

“I look at them and wonder why am I not as skinny.” Girl, 15 years

“In talent shows and ‘top model’ shows, adolescents are downgraded; this is in fact a form of mental cruelty.”

Ursula Enders, Zartbitter e. V. Cologne

For boys, a certain voyeurism comes into play. For male adolescents, seeing beautiful people is the main reason for watching DSDS or GNTM. In addition, and principally in the case of male adolescents, the harsh, uncompromising and derogatory tone employed in these formats is perceived as honesty and thus taken to be the model for their own (masculine) behaviour. A critical analysis of this aggressive style of communication would come to the conclusion that there is a rampant “culture of putting people down”. Younger adolescents (up to about 14 years) are particularly at risk of not fully apprehending the artificial, ‘staged’ character of these TV formats. This leads them to adopt perceptions without challenging them. In order to prevent such unquestioning adoption of certain modes of behaviour, we must initiate a discussion about the relevant values.



Talent shows find a significant proportion of their audience among

The effect on us of images that dictate what is beautiful, or how thin we should be, is pernicious. Efforts to achieve a physique that conforms to the norm are generally destined to fail. Yet, adolescents and adults alike want more than anything else to be 'normal' and feel confident in their body. The models put forward in certain media shows are taken as a rule of thumb. To prevent the unthinking acceptance of such modes of behaviour and standards, adolescents should be given the opportunity to think about their own perceptions of the body as well as images promoted elsewhere. The desire for physical attractiveness ("Am I good-looking?") is closely connected with the search for social recognition ("Am I popular?"). Adolescents frequently explore their effect on others and their popularity through self-portrayal in online communities, using profile photos and compiling their own photo albums. In doing so, they

cannot always anticipate the reactions they will provoke, especially through projecting themselves as 'sexy'.

The following assignments, 'Ideals of beauty' and "Am I Pretty?" provide opportunities to reflect on media-made ideals of beauty and how these influence our actions. Examples illustrate the fact that ideals of beauty are made by society and that they can change. 'Sexualised self-portrayal' and its effect on viewers are studied. In this context, students perform a critical evaluation of talent shows – and the proposed element 'Sex sells' enables an evaluation of advertising in terms of messages and the effects of sexist/pornographic content.

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Further information

 **www.initiativefuerwahreschoenheit.de**

Target group: girls, adults

This campaign provides films and materials for educators and was initiated by Unilever

 **www.lehrer-online.de/posenbilder.php**

Target group: educators, adults

A brief overview of the topic of children and adolescents in unnaturally 'sexual' poses – and legal aspects

 **Wer bleibt drin, wer fliegt raus? [Who stays, who goes? What children and adolescents learn from Superstar Germany and Germany's Next Topmodel]** by Maya Götz and Johanna Gather

Target group: adults

This article in the television research magazine *television* on the effect of talent shows on adolescents presents the results of the study "Superstar Germany and Germany's Next Topmodel. Talent shows and their relevance for children and adolescents". (On the internet at <http://www.br-online.de/jugend/izi/deutsch/castingshows2.pdf>)

 **Dr. Sommer Study 2009: Love! Body! Sexuality!**

Target group: adults

Survey of more than 1,200 adolescents in early 2009. (On the internet at http://www.bauermedia.de/dr_sommer_studie.html)

 **German Federal Centre for Health Education: Adolescent sexuality. A representative, repeated survey of 14 to 17-year-olds and their parents. Focus on migration. 2010**

Target group: adults

Comprehensive study of a broad range of aspects of adolescent sexuality and – for the first time – giving special attention to adolescents with migrant backgrounds. The survey was carried out in mid-2009, and involved more than 5,600 interviews. (On the internet at <http://www.bzga.de/info/materialien/studien/jugendsexualitaet-2010>)

 **Manage deinen Körper [Manage Your Body]**

by Ursula Nuber, published in *Psychologie heutecompact* [Psychology Today]; Our Body; issue 26, 2010, p. 8–13

Target group: adults

Dissatisfaction with one's own body is widespread in the society of today. This issue of Psychology Today

traces phenomena from obsession with the body to ignorance on the subject of anatomy.

 **Web 2.0 als Rahmen für Selbstdarstellung und Vernetzung Jugendlicher. [Web 2.0 as a Framework for Self-Portrayal and Networking for Adolescents. Analysis of adolescent-related platforms and selected self-portrayals of 14 to 20-year-olds]. 2009** by Ulrike Wagner, Niels Brüngen and Christa Gebel

Target group: adults

The JFF study examines the internet as a sphere of interaction and presentation for adolescents.

 **Heranwachsen mit dem Social Web [Growing Up with the Social Web – on the role of web 2.0 in the everyday life of adolescents and young adults]**

by Jan-Hinrik Schmidt, Ingrid Paus-Hasebrink and Uwe Hasebrink

Target group: adults

The study examines to what extent the "social web" helps adolescents master the typical development challenges faced by adolescents.

(Summary on the internet at <http://www.hans-bredow-institut.de/de/forschung/jugendliche-web-20>)

 **Pornography on the internet at www.mediaculture-online.de/Pornografie.1708.0.html**

Target group: adults

An overview on the topic with references to texts, films, specialist conferences

Assignment	Time (in min.)	Target group	Objectives	Methods	Organisational format	Additional material	Internet / PC
Assignment 6 Ideals of beauty	60	from 12	Sample images show that ideals of beauty are invented by society and are modifiable	“The partner of my dreams”, images for discussion	Work alone, work in the group, whole group	--	no
Assignment 7 Am I pretty?	60	from 14	Reflection on media-made ideals of beauty and their influence on self-perception	Trying out photo re-touching pages on the internet, comparison of graphics	Work in pairs, whole group, work alone	--	yes
Assignment 8 Talent Show	60	From 14	Addressing different opinions on the topic of the fashion models and freely published self-portrayal	Role play	Groups of 7	Optional props, costumes	no
Assignment 9 Sex Selly	60	from 16	Analysing of advertising with regard to its messages and influences	Preparing posters, partner interview, evaluating case studies	Groups of 4, exhibition, partner interview	Magazines and newspapers	no
Assignment 10 Sexualised Self-Portrayal	45	from 14	Reflecting on various instances of sexualised self-portrayal	Evaluating case studies	Work alone, whole group, work in the group	Film “Everybody knows your name”	yes

Topic	The work material "Ideals of beauty" shows, by means of sample images, that ideals of beauty are invented by society and that they can change. It also focuses on the meaning of idealistic images for adolescents, and their susceptibility or resistance to them.
Target group	From age 12
Organisational format	Work alone, work in groups, whole group
Time	60 minutes
Preparation	Provide students with the Dr Sommer 'ideal woman/type'
Methodological notes	<p>Procedure:</p> <p>Possible lead-in: before the work material is handed out, students have about 5 minutes to make private notes on what their ideal woman/ideal man looks like. The sheets are collected by gender and put aside. In small groups of girls/boys, students receive the work paper on female/male images and work through the template for Assignment 6, "Ideals of beauty". <i>Answers to exercise 2:</i> Text 1 = Marie Antoinette, Louis XIV.; Text 2 = Michelangelo's <i>David</i>, ABBA, GNTM, Rolling Stones, David Beckham; Text 3 = Venus of Malta, Rubens, Marilyn Monroe.</p> <p><i>Evaluation:</i></p> <ul style="list-style-type: none"> - Ideals of beauty change, there is no SINGLE CONCEPT of beauty - Ideals of beauty are co-determined by the situations in life and culture of people (e.g. in poor times, to be 'chubby' is to be beautiful; in health-conscious times, being athletic and slim is what counts). - Ideals can also become compulsions (e.g. physical exercise, starving diets, cosmetic surgery, genital shaving). - Do you have to be beautiful to be successful? - Should everyone conform to a single ideal? - What does 'good-looking' mean to you? <p>At this point, the notes "What does your ideal woman/ideal man look like" from the beginning of the assignment can be evaluated. For this purpose, e.g. the graphic below (Mrs Right...) can be shown (e.g. on an overhead projector). Students may claim that they have not been influenced in the past by current ideals of beauty but that they pay more attention to inner values; while a majority often realises from the analysis that they do in fact pay attention to ideals of beauty.</p> <p>Note: In recent years, there have been repeated "Surgery shows" on television (<i>The Swan</i> / ProSieben, <i>I want a famous face</i> / MTV, <i>Extrem schön</i> [Extremely Pretty] / RTL2). In such shows, people can apply for cosmetic surgery financed by the television channel. The television advisory board of the public broadcaster ZDF was concerned that cosmetic surgery would become an adolescent cult. These aspects can be taken up in a subsequent discussion about media ethics.</p>
Internet / PC	No

Mrs Right should be good-looking and Mr Right should be nice

Ideal woman | Ideal man

Looks play an important role for girls and boys. But the girls note:
 He should be nice, sweet and above all, quite tall.

<p>Top 8: Boys about girls</p> <ol style="list-style-type: none"> 1 Pretty, attractive, good-looking (39) 2 Should be slender, have a good figure (36) 3 Nice, kind, friendly, sweet (33) 4 Blonde hair (18) 5 Long hair (17) 6 Funny, witty (16) 7 Athletic (10) 8 Intelligent, smart (10) 	<p>Top 8: Girls about boys</p> <ol style="list-style-type: none"> 1 Nice, kind, friendly, sweet (41) 2 Should be taller than me (35) 3 Funny, witty (25) 4 Handsome, attractive, good-looking (24) 5 Should be slim, have a good figure (23) 6 Athletic (18) 7 Dark, black hair (14) 8 Should be a loving, attentive partner (14)
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Question: How do you envision your ideal woman/man; what should he/she be like? Responses in percentages. (Heinrich Bauer Smaragd KG (publ.) (2009): Bravo Dr. Sommer Study 2009. Love! Body! Sexuality! Munich: Bauer media Group p.28)



Assignment 6: Ideals of beauty

Exercise 1:

Who is the prettiest in the land?

The images portray ideals of beauty from different centuries. Describe the looks and impact of three women or men (the terms below can help you).

natural, elegant, slim, thin, chubby, athletic, independent, powerful, needy, sassy, youthful, strong, playful, kind, having a love of life, assertive

Exercise 2:

Beauty is fabricated!

Match the three images on the work material to the texts!

1. For a long time, (rich) women and men were obliged to look handsome. They wanted to show that they did not need to work. For this reason, the beauty ideal meant you were entirely unfit to work, e.g. tied-in waists, huge wigs, tiny shoes.
2. Fashion and the spirit of the times play an important role in the creation of ideals of beauty. If it is "in" to be dynamic, flexible and active, then a slender, athletic beauty ideal is fashionable.
3. People's circumstances influence the development of a beauty ideal. In times of great poverty, round bodies indicate affluence; very thin bodies can mean sickness and poverty.

Additional exercise:

Why do we torture ourselves trying to attain beauty? What is okay? Where does the concept of beauty stop for you? Note your thoughts overleaf

Exercise 3:

You have to suffer to be beautiful!

Read the examples in the boxes. Name more Examples. What other things can you imagine might happen in the future?

A transdermal is a plate with a spike implanted underneath the skin. It allows various pieces of jewellery to be screwed directly onto the body.

24% of the girls surveyed and 8% of boys would accept cosmetic surgery as a gift according to the Dr. Sommer study.

Highly toxic eye drops made of deadly nightshade were used in the Renaissance to enlarge the pupils, as this was regarded as attractive.

Pale skin colour was considered particularly good-looking in the Middle Ages. Highly toxic white lead was used to achieve the best possible, flawless paleness. Abscesses on the facial skin, difficult to cure, were frequent consequences of this treatment.

More examples:

In the year 2050:

Assignment 6: Ideals of beauty – female images



Venus of Malta, approx. 300 BC – large breasts and wide hips were signs of fertility and were therefore regarded as beautiful and desirable • Copyright: Hamelin de Guettelet, Licence: Creative Commons



Venus and Adonis by Rubens (1615) – in the Baroque period, voluptuous shapes were the beauty ideal • Public domain



Pale skin and a high forehead: beauty requirements of the Rococo period • Public domain



Marilyn Monroe, iconic beauty of the 1950s – in post-war times when shortages were common, round, female shapes were considered beautiful and sexy • Public domain



In the 1970s, many girls wanted to look like Agnetha of the band ABBA • Copyright: Helge Øverås, Licence: Creative Commons



Germany's Next Topmodel 2009 • Copyright: ds1987 Licence: Creative Commons

Assignment 6: Ideals of beauty – male images



In Michelangelo's times, people were fascinated by Greek antiquity. The Greek liked to view beautiful bodies and often displayed their figures nude. Michelangelo follows this style in the figure of David.
Copyright: Rico Heil, license: GNU-FDL and Creative Commons



Bacchus by Rubens.
In the Baroque period, voluptuous shapes were considered to be the beauty ideal.
• Public domain



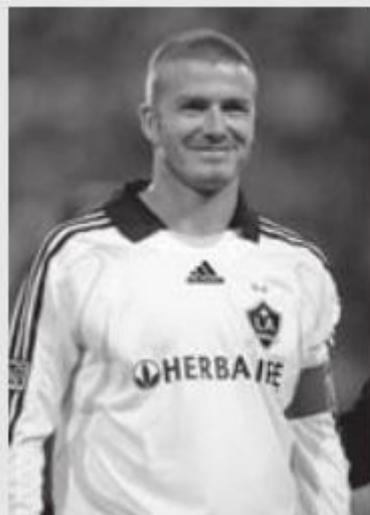
Ludwig XIV. • public domain



Oscar Wilde (1854–1900), typical dandy (young, elegant man who places great value on his appearance and manners)
• Public domain



The Rolling Stones.
In the 1960s and 70s, long hair was a contentious issue between adolescents and their parents.
Copyright: Jim Summaria, license: Creative Commons



David Beckham
• Copyright: Calebrw at en.wikipedia, license: GNU and Creative Commons

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

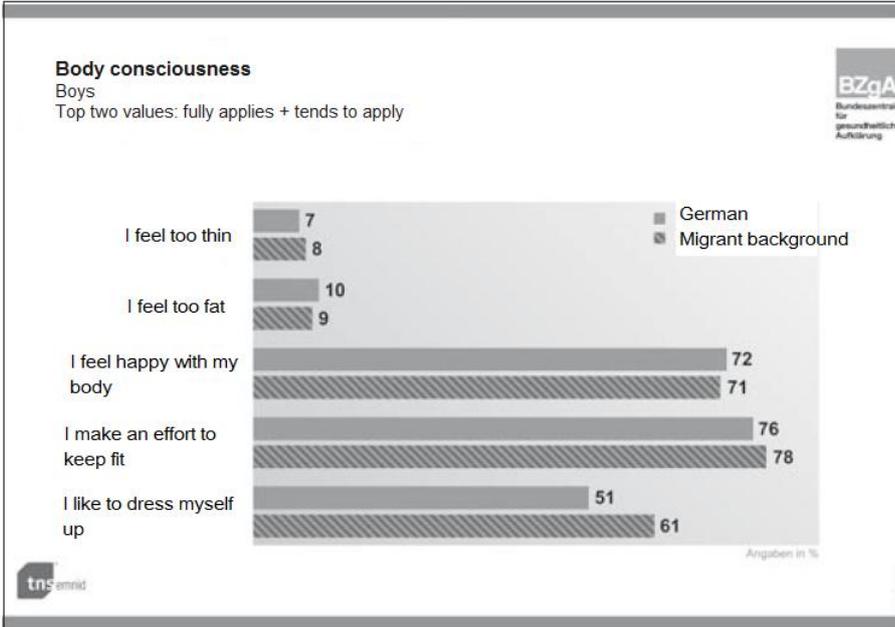
Key Element 3 Pornography on the web

Interviews and bibliography

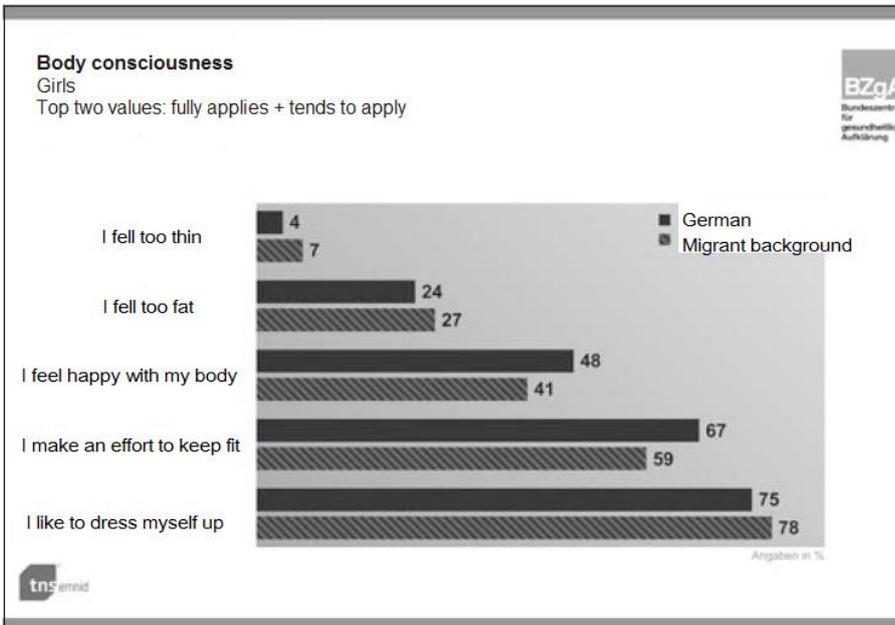
Assignment 7: Am I good-looking?

Topic	The aim of this assignment is to sensitise adolescents to the 'staged' and manipulative techniques employed by the media, and to review how satisfied today's boys and girls are with their bodies.
Target group	From age 14
Organisational format	Whole group, work in pairs, work alone
Time	60 minutes (with additional exercise 90 minutes)
Preparation	Internet access, trying out touch-up pages on the internet beforehand:  http://demo.fb.se/e/girlpower/retouch/  http://www.initiativefuerwahreschoenheit.de/  www.digitalretouch.net/
Methodological notes	Procedure: Exercise 1: The cartoon in the work material can be used as an introduction. It leads directly to the topic of "fabricated" beauty in the media (possible title: Manipulated Beauty, Photoshop Beauty). Exercise 2: Students learn from simple image editing programmes how technology is used today to magically reinvent the 'average' person as a supermodel. A discussion with an evaluation of opinions such as "post-processing should be prohibited", etc. can follow. Exercise 3: Students compare two graphics on the topic of physical awareness among boys and girls from a study of the German Federal Centre for Health Education. <i>Possible solutions:</i> <ul style="list-style-type: none">• Boys are happier with their bodies than girls are.• Adolescents greatly value physical fitness.• Girls find grooming more important than fitness.• About one-third of girls feel too fat. The statements should be discussed in the forum. Students can also think of reasons for the significant difference between female and male satisfaction with one's own body (48% of girls vs. 72% of boys); and whether media presentations of 'perfect people' exert pressure on viewers.  Additional exercise: Additional exercise: Discuss: What is 'satisfaction' and what constitutes a 'satisfied' person. One might ask whether standards for satisfaction are determined by an individual; or to what extent they can be influenced from the outside. Or the group can discuss how one might successfully focus more on one's positive attributes, instead of constantly thinking about potential inadequacies.
Internet / PC	yes

Assignment 7/2: Am I good-looking?



1.
2.
3.
4.



1.
2.
3.
4.

Source: German Federal Centre for Health Education, 2010

Exercise 3:

Some people believe that the beauty ideals presented in the media are the cause of adolescents in particular being unhappy with their looks.

Look at the graphs. Note down four statements that you can deduce from the graphics, and compare with others' statements.

Additional exercise:

"If you are not satisfied with what you have, you will not be satisfied with what you wish for."

(Berthold Auerbach)

Evaluate this sentence in half a page.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 8: Talent show

Topic	A person's appearance and the question of whether his or her body conforms to the ideals of beauty as defined by society are considerations that become a defining part of adolescents' self-esteem, at least by the onset of puberty. Popular television programmes such as Germany's Next Topmodel (GNTM, on the ProSieben channel) can be one of the things that, in a negative way, help reinforce the desire to have a perfect body. For girls, striving to be attractive and sexy and to appeal to boys through liberalness plays a part in this. This assignment will examine these and other 'talent show' aspects.
Target group	From 14 years
Organisational format	Whole group, groups of 7
Time	60 minutes
Preparation	Prepare role play cards; talk about the stages of a role play game with the students (template in work material)
Methodological notes	<p>Lead-in:</p> <p>Work on the cartoon: According to research on television audiences, some boys watch GNTM because they like seeing 'pretty girls'. You could test the waters in the group by asking which boys watch GNTM and you could, for instance, ask them why. You could ask boys and girls whether they think the cartoon is realistic. Some boys may feel that the cartoon is a misrepresentation of boys (as viewers of porn; or that it is an insult to girls).</p> <p>Note: Results of a study of adolescent viewer responses to GNTM and DSDS (Superstar Germany) are available at: http://www.br-online.de/jugend/izi/deutsch/castingshows2.pdf</p> <p>Task:</p> <p>Role play – students taking part in the role play game will put forward current and at times opposing views on natural beauty versus artificial beauty, provocative ways of projecting oneself and their potential consequences, eating disorders, the tough world of the fashion industry, etc. Students can adopt various views and by debating arrive at their own opinion, or re-examine previously held opinions.</p> <p>Procedure:</p> <p>Discuss the stages of role play with students (see template Assignment 8, Method for role play game). Students are then divided into groups. 'Actors' must be found for five roles; two students act as observers. If space allows, you can have several groups of seven work on this at the same time. Later in the collective group, observers can be asked to provide a summary/evaluation of content. Or, after a period of preparation, five students enact the situation whilst the other students observe and make notes for a subsequent discussion among the whole group.</p>
Access to internet / PC	No

Assignment 8/1: Talent show



Exercise:

Role playing game

1. Form groups of 7.
2. Five people now pick out a role; two are observers of the discussion.
3. Work out the main thrust of your role (by underlining) and consider what the aim of your argument is. Briefly present your character to your group.
4. Now role play the following situation:

Lisa's parents find out that Lisa has applied to a modelling agency, and invite a crisis counsellor to dinner. Ms. Krumm, head of the modelling agency, is also invited.

RPG method

A role-playing game includes several phases:

- 1. Preparation.** Plot and location, topic and conflict are defined and possibly also discussed. The actors prepare their roles; the observers prepare to observe the role play.
- 2. Implementation.** During the role-play, the audience should observe carefully and take notes.
- 3. Distancing and classification.** This phase is as important as the actual role play. First, each of the actors is asked after their role play ("How did you enact this role?", "How did you feel?" etc.). It is important to make sure that they do not say "I", but create distancing from the role and say for example "Lisa thought that ...". Thereafter, the observer may comment on the role play and for example judge whether it was realistic or not. At this point, the role play is sometimes performed a second time (with other actors).
- 4. Content analysis.** Examples of questions: "Are we closer to a solution?" "How well has the problem been addressed?"

Source: www.goodschool.de

Assignment 8/2: Talent show

Lisa

GNTM fan, 16 years old

“You simply have more success out there if you look good and wear attractive and sexy clothes. Sometimes I have to make an effort, especially when it comes to food. Guys also respond to me. That makes me proud; I go down well. That’s why I’ve also applied to a modelling agency. But my parents don’t know anything about it; they never would have agreed.”

Lisa's father

Amateur photographer

“Digital post-editing should be banned or at least labelled. Then children could get a sense of what’s real and what isn’t. And for me personally, the girls in this whole model and talent show business are made to look far too provocative. Sometimes I’m afraid, when my daughter leaves the house in a mini-skirt and all dressed up. It’s obvious that she will appeal to adolescent boys, but Lisa isn’t ready to handle some of the reactions that this causes in them. So I’ve already forbidden her to wear these kinds of outfits.”

Tom, Lisa's brother

Heartthrob, 15 years old

“I also look at GNTM from time to time because I like the girls on it. My sister’s friends also make themselves really sexy; we guys like that. I have to admit that it is harder for girls who are not so self-confident to end up with me and my buddies. That’s just the way it is.

I also think about how I look; I’ve been going to the gym for half a year.”

Resi Krumm

Head of the modelling agency

“It is legitimate for adolescents to want to look good and sexy and project themselves. Today, there are more opportunities for this than ever before, including through the internet. And adopting poses and exaggeration are of course part of it. Sex sells, that’s market wisdom. From bitchy to elegant, it’s all good; it just depends on how it’s staged.

The model business is no picnic. Hard work, especially on one’s own body, and discipline are basic requirements. But everyone who applies to us knows that!”

Lisa's mother

Concerned housewife

“It annoys me that such images are putting pressure on many people, especially adolescents, who don’t yet know what is really important in life. I’m afraid that my daughter might become anorexic. I feel helpless; the media have such an impact. Natural beauty, natural curves ... there are even campaigns now so that adolescents can learn what is important again. I find these developments truly alarming.”

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 9: Sex sells

Topic	The advertising industry often uses images of half-naked, well-toned models (cf. advertising for luxury items, etc.) as well as semi-pornographic-erotic material. Unfortunate messages are thus conveyed in subtle ways, mostly without forethought, and these have an impact, especially on younger people. The focus of this assignment is to consciously address the subject of erotic or pornographic advertising in our environment and how this is perceived by adolescents. Students assess examples of discriminatory advertising and advertising of a pornographic nature on the basis of criteria supplied by the German Advertising Standards Council (the criteria are listed in the work material).
Target group	From 16 years of age
Organisational format	Group of 4, whole group, work in partners
Time	60 minutes (with an additional task of 90 minutes)
Preparation	Ask students to bring magazines and newspapers
Methodological notes	<p>Procedure:</p> <p>Task 1: Adolescents bring in ordinary magazines and newspapers (lifestyle, youth magazines, sports, and tabloid) and collect advertising with provocative and erotic content. With older adolescents (aged 18 years and over), consider examining typical adult magazines, scrutinising television advertising and viewing web pages and pop-up windows for this type of content. The groups pool their findings on posters and present these in the form of an 'exhibition'. Possible evaluation questions:</p> <ul style="list-style-type: none">■ Are you influenced in any way by such advertising?■ Are there positive aspects? Are there negative aspects? <p>Task 2: Students learn about the Advertising Standards Council – a self-regulation institution for the advertising industry, which deals with complaints about improper (for example, discriminatory, sexist) advertising. (www.werberat.de)</p> <p>Through partner interviews, students find out more using for example excerpts from the Advertising Standards Council's principles.</p> <p>"Partner interview" method: In pairs with Partner A and Partner B. Both read, then Partner A summarises the main points. Partner B repeats with the words: "Have I understood you correctly that ...?" Then swap roles - but be careful! Each person is allowed to incorporate two mistakes; the other person must detect them!</p> <p>Task 3: In pairs, students apply the principles of the Advertising Standards Council to the four cases (see copy), which they can pick out or make a random selection. It may be that students arrive at a different decision from the Advertising Standards Council. What is interesting here is their reasoning, which in turn can be a basis for discussion.</p> <p>Note: A study of erotic content on TV channels showed that nudity and sexual acts appear mainly in advertising and trailers for programmes or films favoured by adolescents. Such content is regularly seen in tabloids, e.g., Explosiv (RTL) and taff (ProSieben). dj http://www.merz-zeitschrift.de/?RECORD_ID=6007</p>
Access to internet / PC	No

Assignment 9: 'Sex sells'

Do you know the advertising maxim 'Sex sells'? Scientists claim that an item, including the product name, is easily remembered in the mind when it is learned within a context that appeals to emotions. Sex and eroticism are such contexts.

Exercise 1:

Where is erotic content predominantly used in advertising? Using the magazines and advertising examples and working in fours, assemble examples of advertising and make a joint presentation of a poster. Walk around the room looking at all the posters and talk about them in the group afterwards.



1



2



3

1 + 3 Source: woman_object of desire, Licence: Creative Commons
2 Source: PlanetStar, Licence: Creative Commons

The German Advertising Standards Council receives regular complaints about advertising that discriminates against women, but also against men (ref. advertisements, commercials, billboards and on-line advertising) (© www.werberat.de).

Exercise 2:

Read through the principles of the German Advertising Standards Council (in the form of a partner interviews).

Exercise 3:

In pairs, choose one of the Advertising Standards Council cases and process it as if you were members of the Council. Finally, you must decide whether the complaint is justified or not. Give reasons for your decision to the group.

Excerpt from the principles of the German Advertising Standards Council on the vilification and discrimination of people:

Above all, no statements or representations may be used that:

- give the impression that people can be bought
- contradict general prevailing beliefs (e.g. by excessive nudity)
- reduce people to a purely sexual function and/or suggest their constant sexual availability
- possess a pornographic character.

<http://www.werberat.de/content/Diskriminierung.php>

Additional exercise:

Can you think of examples of advertising that violate the principles of the Advertising Standards Council? Work as a group. You could report it here:

<http://www.werberat.de/content/Beschwerdeformular.php>

Assignment 9: 'Sex sells' – Case studies

Case 1: Discrimination against women (services)

Description:

An events company advertised a conference with an advertisement in which an overweight woman in red lingerie leans into a refrigerator. The image was accompanied by the slogan: "Has your IT also passed its expiry date? Find out here."

Basis for the application:

The complainant saw this as a sexist portrayal of women.

Case 2: Discrimination against women (food)

Description:

A bakery advertised its products in a newspaper advertisement showing the upper body of a woman in lingerie, with her breasts in the middle point of the image. The slogan next to the likewise filled donut read: "Our Berliner is chock-full."

Basis for the application:

The complainant criticised the display as discriminatory against women and especially criticized its lack of relation to the product.

Case 3: Discrimination against women (textiles)

Description:

A fashion department store advertised its lingerie in television advertisements with a female model who wore the underwear being advertised. The advertising text was: "Make ice melt."

Basis for the application:

The complainant evaluated the advertising as sexist.

Case 4: Discrimination against men (telecommunications)

Description:

In a TV commercial a telecommunications company advertised a so-called 'human billboard' for its flat-rate offers. The man carried two placards featuring these offers. An unusual aspect of this instance was that the man underneath the signs that almost completely covered him was almost completely naked.

Basis for the application:

The complainant criticised the commercial, saying the nudity of the model discriminated against men.

Assignment 9: Sex sells – Case Studies Solutions

Case 1: Decision of the Council

The Advertising Standards Council agreed with this view and urged the company to submit comments. As a result, the company declared their willingness to stop using the advertisement.

Case 3: Decision of the Council

The Advertising Standards Council did not agree with this view. The mere image of a woman in underwear is not enough to presume a vilification or discrimination. In the case at hand, the woman was neither reduced to a purely sexual function nor was she suggesting her sexual availability. The lingerie was advertised in a frankly erotic, but neither pornographic nor derogatory way.

Case 2: Decision of the Council

When comments were provided, the company declared before the Advertising Standards Council that it was prepared to stop showing the advertisement.

Case 4: Decision of the Council

The Advertising Standards Council did not agree with this opinion, since as a result of the “cardboard sign costume” hardly any bare skin was seen, and it also did not classify the scene depicted as a derogatory, but as a humorous visual complement to the slogan: “This is the Rat Race.”

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 10: Sexualised self-portrayal

Topic	The term “sexting” refers to sharing erotic images or footage of one’s own body. Erotic material or nudity can, of course, be disseminated by others without the knowledge of the person photographed (this constitutes a violation of the right to one’s own image or Section 201 a of the German Criminal Code (StGB) violation of intimate personal privacy through taking photographs or filming). Many adolescents think they will not fall victim to such situations, and that only naive people do. Victims are therefore also often blamed for the situation. Adolescents learn here to critically reflect on and consider prevention with respect to sexual self-portrayal.		
Target group	Over 14 years of age		
Organisational format	Individual work, whole group, group work		
Time	45 minutes		
Preparation	Prepare to play the clip “Everyone knows your name” on the page: http://multivu.prnewswire.com/mnr/adccouncil/26474/		
Methodological notes	<p>Procedure:</p> <p>Task 1: The students watch the clip “Everyone knows your name”. Here, a girl named Sarah is known and liked by (many) males. This can be pleasant and flattering on the one hand (“Sweet of him.”), but also shocking (“What colour is your underwear today?”). Sarah has presumably provided revealing images of herself on the web. Using the work material, students should formulate the type of response Sarah’s self-portrayal is likely to evoke from those who see it.</p> <p><i>Possible evaluation questions:</i></p> <ul style="list-style-type: none"> ■ How did these people have access to the images? ■ Distinction between ‘private’ and ‘public’ ■ What disadvantages can shared images have? ■ Are boys granted more freedoms than girls? <p>Task 2: Here students decide whether the photos should be seen as private or whether making them available on the internet is appropriate. Answers: Least problematic are images 1, 2 and 5. The other three images are quite clearly private in nature and therefore unsuitable for the general public.</p> <p>Task 3: Based on the case studies, our attention turns to the problem of publication by a third party. In three groups, students choose one of the presented cases and try to answer the questions on the work material for this situation. Possible solutions:</p>		
	<p>What must be done now? Speak with the perpetrators and ask them to delete the material. Report the violation to the website owner. Lodge a complaint. Sympathise with the victims.</p>	<p>What damage has been done? Denigration of the person. These could affect applications, jobs, etc.</p>	<p>What does the law say? Case 1 Violation of the right to one’s own image Case 2 Violation of Section 201 a of the German Criminal Code (StGB) Violation of a person’s intimate personal privacy by taking photographs or filming and passing material on to third parties Case 3 As long as they do not publish the image, it is not a crime</p>
	<p>Criminal accessory? Anyone who forwards or shares images or films that expose others.</p>	<p>Who is to blame? Adolescents often assign a share of the blame to the victims of such incidents (Grimm 2010, Chapter 23, p 202).</p>	<p>How can such incidents be prevented? Never share private things on-line. Never film or photograph in private situations. Do not pass on images or films that expose others; delete them.</p>
Internet / PC	Yes		

Assignment 10/1: Sexualised self-portrayal

Exercise 1:

Watch the clip "Everyone knows your name". Sarah has put very private images of herself on the web. Think about what the following people would say.

Teacher

Tina from Sarah's class, with whom she has been stressed for weeks

Supervisor (summer job)

Mum

Sarah's boyfriend

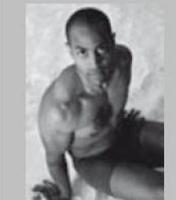
Did you know that in Germany, adolescents under the age of 18 wishing to publish an image of themselves must obtain parental consent? However, it is generally assumed that adolescents are mature enough to be able to weigh up the consequences of their actions. This is why social networks, for example, do not request parental consent for the uploading of an image.



Assignment 10/2: Sexualised self-portrayal

Exercise 2:

Are you mature enough? Decisions: Which of these images can be shared?

					
OK to share?					
Reason:					

Exercise 3:

It can happen that others publish very private images or films of you. In three groups, work on one of the cases using the following questions:

- What should be done now?
- What damage has been done?
- What does the law say?
- Is there a criminal accessory?
- Who is to blame?
- How can we prevent such incidents?

Case 1:

Lena broke up with her boyfriend a few weeks ago. He was really upset; he uploaded a film to a video portal which was taken during a weekend together, and which shows Lena is naked.

Case 2:

Michelle and Yasemin photograph Jana undressing in the girls' locker room and send the images via cell phone. Soon they've been passed around the whole school.

Case 3:

Jeanette has a bet with Dani and the other girls she will make out with Tom. She takes a photo as evidence of herself and Tom kissing at a party and shows Dani and the others.

Is it all porn?

Pornography on the web

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Some facts

Although people have been talking about the “pornographication of adolescents” for some years, this is the wrong approach. We should be talking about the “pornographication of our society”. The fact that porn is readily available on the internet today or that it influences our fashion, our music and our language is not a phenomenon linked to adolescents. The issue is not ‘generation porn’ but ‘the age of porn’.

If young people accept pornography as a part of everyday life, this in no way implies that it determines their lives. Their consumption of porn is exaggerated in the public debate. It is undisputed that adolescents (especially males) are interested in pornography and also watch it; but for the vast majority of adolescents, porn plays a secondary role in everyday life compared with topics such as friendship or love. Sexual content is only one kind of media content amongst many; it is certainly not the most used.

So what is pornography?

There is no simple definition of pornography. The word has been used since the mid-19th century and is derived from the Ancient Greek: *porne* = whore, *porneuo* = to commit fornication and *graphein* = write. It therefore means ‘to write about whores’, ‘describe fornication’. Unlike erotic representations of sexuality, pornography always shows sexuality with the aim of stimulating the viewer sexually. The human sex organs as well as the sexual act are highlighted in extreme detail.

The term pornography is not defined in law. Under a ruling by the German Federal Supreme Court, pornography is defined as follows: content is pornographic where sexual processes (to the exclusion of all other human references) come to the fore in a coarsely intrusive, attention-grabbing way, and their overall aim is directed exclusively or predominantly at the viewer's prurient interest in sex. The legal terms ‘hard-core’ or ‘hard-core porn’, which adolescents like to use, refer to simple pornographic content that focuses primarily on the sexual act and various sexual

practices. German law also recognises hard-core pornography as that featuring children, violence and animal pornography – which is also available on the internet. Experts believe that most pornography caters for mass taste, i.e. erotic and ‘soft-core’, sexually explicit pornographic images or films.

More important than a precise definition is a realisation that pornography is not the same thing as sexuality, nor does it portray sexuality. Porn films are *staged* sexuality. They have as little to do with our lives as American action hero film adventures. In contrast to real life, sex always works perfectly in porn.

Pornography in public debate

With the approval of pornography in German legislation in 1975, public debate became more intense, culminating in Alice Schwarzer's definition of pornography as a “propaganda war against women”. The magazine *Emma* sued magazines such as *Spiegel* and *Stern* for cover pages on which women “are represented as a mere sexual object, thereby giving the male viewer the impression that men could do as they like and dominate them” (*Emma* statement of claim against the magazine Stern, 1978). Here it is clear that this was not just about pornography, but generally about social changes associated with the commodification of sexuality and women as sexual objects.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Unlike the era in which these discussions took place, pornography is now available on the internet almost without limit. Widespread distribution means pornography has also changed over time. Pornography is harder today, and more mechanical than 20 years ago. In addition, the pornography bandwidth shown is greater. "SadoMaso" is as easily accessible as sex with pregnant women, people of short stature or animals; bondage, urination are portrayed alongside amateur sex or staged rape.

Powerless in the internet? Statutory provisions

The legal provisions for dealing with pornography in the Federal Republic of Germany are set out mainly in the Criminal Code (StGB), the Act on the protection of minors (JuSchG - Jugendschutzgesetz) and the Federal Treaty on the Protection of Young People from Harmful Media (JMStV – Jugend-medien-schutz Staatsvertrag).

The legal provisions may be subdivided as a collective subject (see Liesching 2007):

■ **Absolute prohibition**, with a general prohibition of content, which may not be made available, even to adults. Absolute prohibition relates for example to violent pornography (depictions of rape), animal pornography, or child and adolescent pornography.

■ **Relative prohibitions**, with a current ban on children and adolescents, but not for adults over 18 years. These relate to a general ban on the dissemination of pornographic material to children and adolescents, and the passing on of media that is indexed or not approved for adolescents (films, games, music). In summary, Section 184 of the German Criminal Code prohibits making pornographic material accessible to adolescents under 18 years of age. Possession or dissemination to adults is allowed but restricted to trade etc. So-called 'hard pornography', however, is governed by absolute legal prohibitions. 'Hard

Internet pornography <-> Cybersex

Internet pornography and cybersex are two fundamentally different phenomena. While internet pornography refers only to the viewing of images and video clips and is thus a passive consumer action, in cybersex two real people participate, are connected by chat or webcam (with or without sound) and are sexually active whilst communicating.

pornography' includes not only so-called violent, animal and child pornography, but also so-called adolescent pornography (dissemination, acquisition and possession of publications of adolescent pornography), which includes 'apparent' adolescents/adults. In the case of child and adolescent pornography, mere possession is an offence (Section 184 of the German Criminal Code).

Section 184 also prohibits the use of pornographic material in school. However, the portrayal of sexually active people is not necessarily pornographic in the sense of the above definition and may be used in the context of SRE classes or youth work.

According to Section 184 of the German Criminal Code and Section 4 of the Federal Treaty on the Protection of Young People from Harmful Media, dissemination of pornography is prohibited in broadcasting (television and radio). Dissemination via media or tele-services is prohibited unless the provider ensures that the material is made available only to adults. On the Internet, proof of age is required. Unfortunately, however, many providers do not observe this rule. In particular, foreign vendors often escape the grasp of the German law enforcement authorities. For the US-hosted page www.youporn.com example, it is sufficient to specify in a single click that one is over 18 years old ("Enter" button, with no real proof of age!).

The phenomenon of internet pornography

The internet is now the predominant source of pornographic material. "Was the internet made for porn?" cultural critics ask. In the 1980s one had to buy expensive videos or magazines, the acquisition of which was problematic for adolescents. Previously, one even had to be able to run Super-8 film. Today, a fast internet connection is sufficient for consuming pornography anonymously (Anonymity), inexpensively (Affordability) and without major obstacles and barriers (Accessibility). These 'Triple A' features, and widespread internet access in German households (98% of households with adolescents have an internet connection according to JIM (Jugend, Information und (Multi-) Median) [Youth, Information and Multi-media] studies) have significantly facilitated the spread and thus the popularity of pornography.

Making Porn

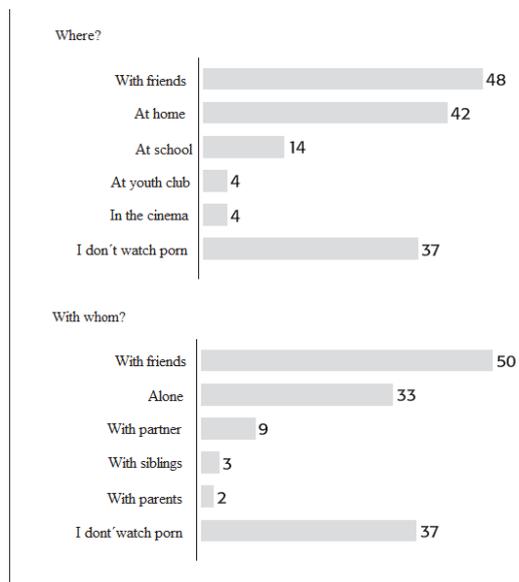
Porn films are not a representation of sexuality, but are staged products. It is worth finding out about the production conditions of porn films. Hardly any viewers of porn are aware that porn films are made in a competitive market. Enormous time and cost pressures will cause a complete porn film to be shot in a few days. Actors are poorly paid, with the exception of a few who have been brought to a certain "stardom". A waiver of condoms (to protect against HIV or STDs) is often enforced, and commercial trafficking is also part of pornography.

Not so long ago, 90% of world porn films were produced in California, but today they are made even more cheaply in Eastern Europe and Russia. No wonder, then, that a latent aggressiveness can be felt in many porn films. This is mainly unintentional and results from the production conditions.

Statistics on consumption

Data on the number of adolescents over 13 years of age with experience of (internet) pornography vary widely and range between 60% and 80%. In general, all studies agree that boys consume pornography much more frequently than girls. Only 8% of boys and 1% of girls regularly use pornography, according to the 2009 Dr Bravo Summer Study. Unlike girls, boys often use pornography in their peer groups and define their group status in terms of their knowledge of the subject, among other things. Girls, however, consume less pornography in the circle of friends or alone; more so as part of a relationship. It is clear that pornography is by no means always consumed by adolescents when alone and in secret, but often with friends or a romantic partner. Such (group) situations affect the perception of and emotional response to pornography.

Where and with whom have you seen pornographic images or films?



Porn is often watched in the company of others. Porn also circulates in school according to the Bravo Dr Summer Study. Source: Bauer Media Group 2009

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

The various ways in which adolescents encounter pornography are by no means all via the internet. Interestingly, adolescents cite television as the main medium (43%), although pornography in the proper sense of the word is hardly shown (sexuality is). As further important media, the internet (38%) and DVDs (30%) are mentioned. At 18%, mobile phones play a less important role (see Bravo Dr Summer Study 2009). Overall, it is clear that adolescents include under the term 'pornography' far more than is understood from general definitions.

On both free public and commercial TV channels intercourse is shown only in suggested form. Sexual acts (apart from the "Sport Clips", as well as commercials on 0190 'sex numbers') mostly take place in the context of feelings. According to a study carried out in 2010, sexuality shown on television does not appeal particularly to adolescents (cf., Hoffmann 2010). Adolescents may be inspired, but they do not see television as a serious source of information for questions relating to their own sexuality.

"It really takes a lot for them to value their own individual sexual experiences above the 500,000 pornographic video clips on the internet."

Jacob Pastötter, Sexologist

Reasons for using pornography

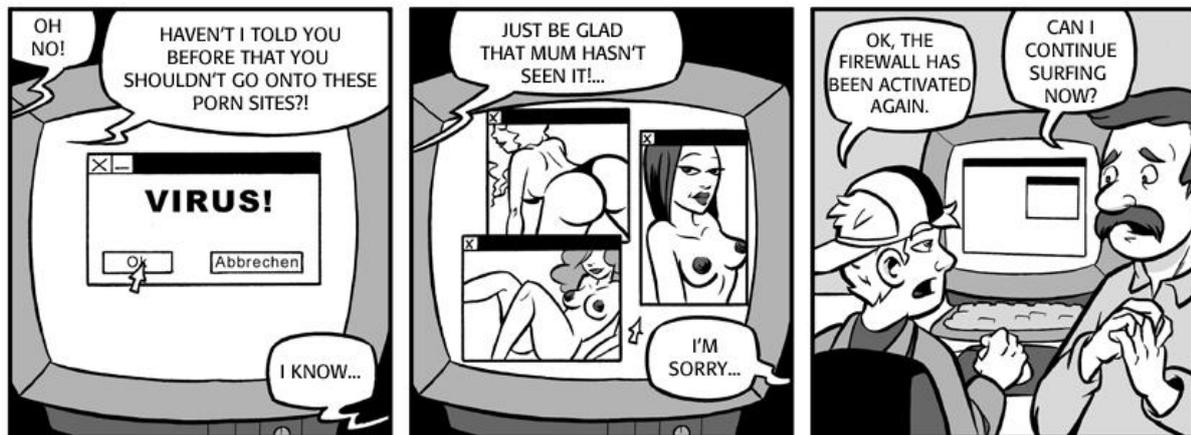
Adolescents can come into contact with pornography both intentionally and unintentionally. Inadvertent contact is made through spam e-mails, a curious click on an advertising banner or a link from friends or acquaintances. In spring 2010, 'Chatroulette' became fashionable. Internet users randomly selected by the program can be seen and chatted with via webcam; here, it is highly likely that one can unexpectedly be shown a view of a more or less erect penis.

The main reasons for the intentional use of pornography by adolescents are:

- sexual arousal
 - In addition to masturbation, the shared consumption of pornography can also be a part of a couple's sexuality.
- information about sexual practices and physical habits
 - In addition to information needs, the shared consumption of pornography with friends can be a cause for communication about sexuality.
- social functions
 - e.g., shared consumption of pornography with friends on a dare,
 - e.g., gaining status within the peer group.

The functions of pornographic usage coincide in part with the functions of real sexuality, but of course they do not by a long way reflect its diversity. The proximity function of sexuality, for instance is important to adolescents (and adults). Relationship and communication functions are powerful components of real experienced sexuality; these can hardly be said to be provided by pornography. The swap function too (sex as a reward or sex refusal as punishment, or even sex for money) and not least the reproductive function, are parts of real sexuality.

The functions of pornography, where the lust function is evidently foregrounded, are opposite in nature to real sexuality. For adolescents in particular, there are other dimensions of concern. Thus for example, the autonomy function plays a role (internet pornography is a taboo area that is penalty and shame-free). The possibility at any time to escape unpunished is a quality that 'real life' does not afford. Pornography can also have a boundary crossing function.



Adults often underestimate adolescents' pure information needs: What is petting? What does a vagina look like? How big should a penis be? How does sex really work? When adolescents view pornography, they are perhaps unaware that they are seeking the answers to such questions. Yet the demand for information is an important motif. The consumption of pornography has so many causes and fulfils a purpose for many people.

Are boys horny and girls sluts?

In most cases, the choice of pornography is linked to a person's sexual development. However, differences arise both in terms of age and gender. In younger adolescents up to 13 years of age, curiosity and experimentation (testing limits) are in the foreground; for older adolescents, sexual arousal is the stronger motivation.

"Males who consume pornography and talk about it show that they are sexually interested and thus masculine, mature and modern."

Reinhard Winter, Social scientist

The correlation between gender and reasons for pornography consumption is striking. In adolescents a biological, traditionally conservative gender model often dominates. Both sexes acknowledge that boys are a 'drive model' in terms of the consumption of pornography ("Boys are just controlled by their instincts / horny"), but girls deny having this drive. According to this idea, girls do not need pornography. For them the role model is a more important factor. This says that sexual activity and open contact with sex (in the sense of the voluntary consumption of pornography) brands them as a slag. Boys whose behaviour is (supposedly) promiscuous (i.e., frequent sexual intercourse with multiple partners), are however 'cool' or 'a bit of a lad'. Girls are well aware of the inequality here, but do not rebel against it; conforming to the stereotype, they value their own unsullied reputation. Gender roles within relationships stand in contrast to those same roles in pornography. In relationships, girls often demand a progressive gender role model based on equality and reciprocity. (For original statements by adolescents on gender issues with respect to pornography, see the study "Porn in Web 2.0" by Petra Grimm.)

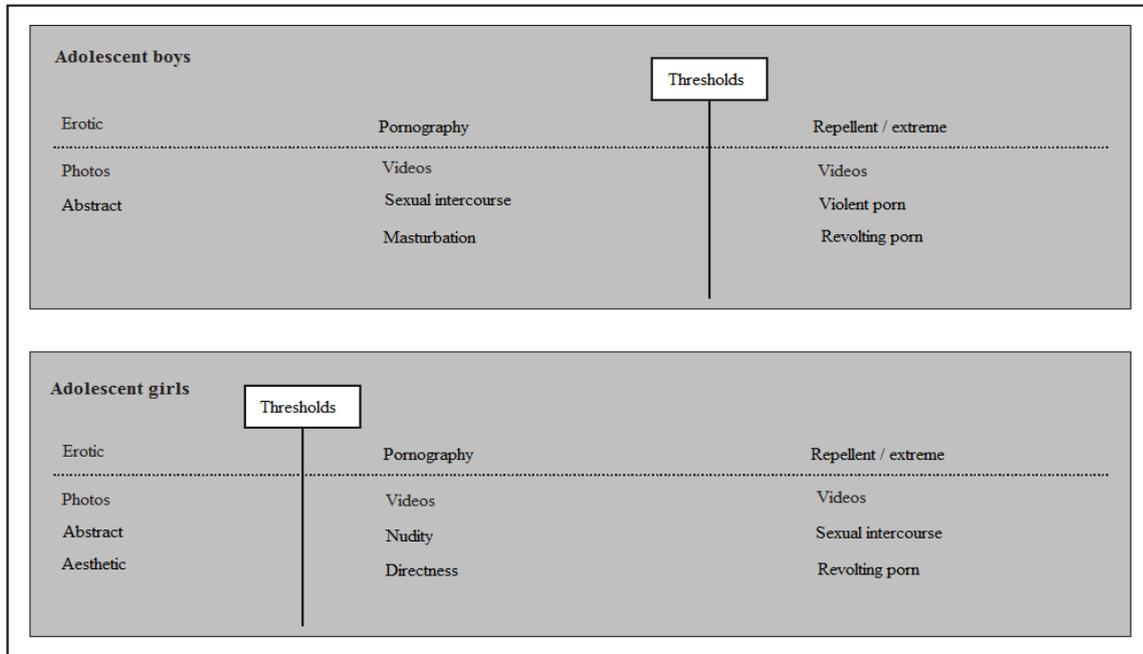
Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography



Girls' threshold for the acceptability of pornography is lower than boys'. Graphic following Grimm et al. 2010

Reactions to pornography are gender- and age-specific

Adolescents make a clear distinction between the types of pornography they do and do not want to see. Most feel as disgusted by depictions of certain sexual practices, such as "SM", as by depictions of pornography legally classified as 'hard', i.e. violent, child and animal pornography. Significantly fewer adolescents feel aversion to portrayals that are close to their own sexual ideas and feelings. Recent studies show that boys not only use pornography more often than girls, but they also evaluate it differently. Girls often show an aversion to pornographic or erotic content, while boys describe these as arousing. Interest in pornography is also linked to age. Several recent studies show that interest in pornographic material diminishes as an information source with increased sexual experience and age.

Long-term consequences?

The central question is whether (at times excessive) consumption has a long-term effect on the behaviour of adolescents, their bonding ability and their relationship with the

opposite sex. One should differentiate between such consequences. Social studies are unable to substantiate concerns about the long-term effects of consumption of pornography. Ultimately, no causal relationship between pornography consumption by adolescents and their long-term sexual and social behaviour has been scientifically proven. And assumptions that pornography consumption leads to premature sexual intercourse or to the creation or reinforcement of gender-related stereotypes, that it contributes to the emergence of sexist and misogynist attitudes, relativizes sexual violence against women, affects the sexual and social behaviour of adolescents, leads to isolation, promotes masturbation, sets unrealistic beauty standards, creates addiction, distorts the image of the relationship between the sexes and promotes pressure to perform sexually, cannot be scientifically proven.

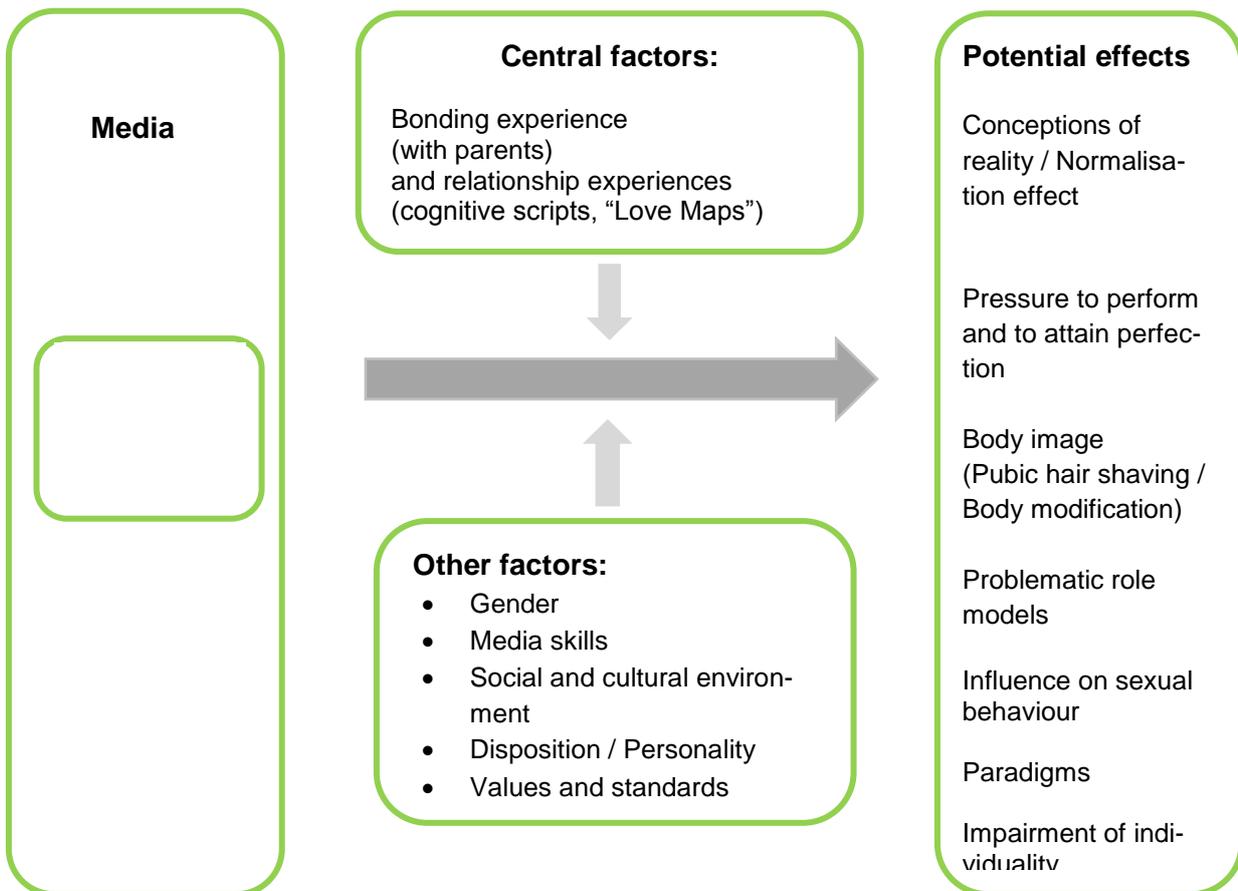
For example, there is no empirical evidence confirming that the consumption of pornography in adolescence generally leads to premature sexual relationships. Even today, sexual intercourse before the age of 14 is still the exception, despite the much earlier average onset of puberty (between 11 and 14 years). Studies by the German Federal Centre for Health Education show that the age at which adolescents have intercourse for the first time, has risen again since 2005. If you ask why, adolescents generally mention the lack of a suitable relationship partner. This statement is consistent with other studies showing that adolescents are not just looking for sex partners, but also want to experience sex and understand it primarily as an act that builds on the foundations of trust and affection. Nevertheless, it is important to include the topic of sexuality in the context of the internet and pornography. Because adolescents have a significant need for information about sexuality and often satisfy this by consuming pornography. They confuse sexuality with pornography; thus the gap between knowledge and action

On-line sex addiction

Although quite a few adolescents have experience of pornographic content, it certainly cannot be claimed that all adolescents regularly consume pornography. There is no empirical evidence to confirm the oft-expressed fear of serious internet sex addiction among adolescents. Nevertheless, more and more cases present at sex therapy clinics, wherein an excessive or even addictive consumption pattern is established with respect to internet pornography (on-line sex addiction).

Risk factors include depression and boredom (young men are at particular risk). In extreme cases, affected individuals have serious problems having a satisfying sex life beyond internet pornography.

As with internet game addiction, there is no consensus on whether clinically ascertainable on-line sex addiction exists.



Porn has many potential effects (depending on other influences on consumers). Graphics following Grimm et al. 2010

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Gay and lesbian porn

Today, SRE often covers the subject of homosexuality, but gay pornography is rarely addressed, if at all. This is due to its marginal situation, but also to economic aspects. Interestingly, the dominance of the gender role model prevailing in heterosexual porn is often inapplicable to gay pornography. The person who is penetrated in one scene (made into the object, so to speak) often takes the active role in the next scene. When gay adolescents (especially in rural areas) come out, they have few role models or people they can trust in real life. They do not know any gay men and hardly ever witness a homosexual couple's everyday life. Even with general sex education, sex between men receives less attention. So adolescents inevitably fall back on (pornographic) images on the internet. The same then applies as with heterosexual adolescents:

can they relate what they see to what happens in real life? Do they think for example that anal intercourse between men is a principle and always part of sex between men, as suggested by the porn? Nonetheless, the internet offers young gay men a great opportunity to anonymously obtain information and carefully make contact with others, for instance on sites such as www.dbna.de ("You are not alone") or the homepages of gay and lesbian youth organisations.

Lesbian occurs more often in mainstream pornography. But is it really lesbian sex? The women in these films are, at least in appearance, closer to the porn clichés of heterosexual men. And many of these scenes only come to a 'happy ending' when a man finally arrives on the scene. The message is soon established: it is only real sex when a man, and his penis, is involved.

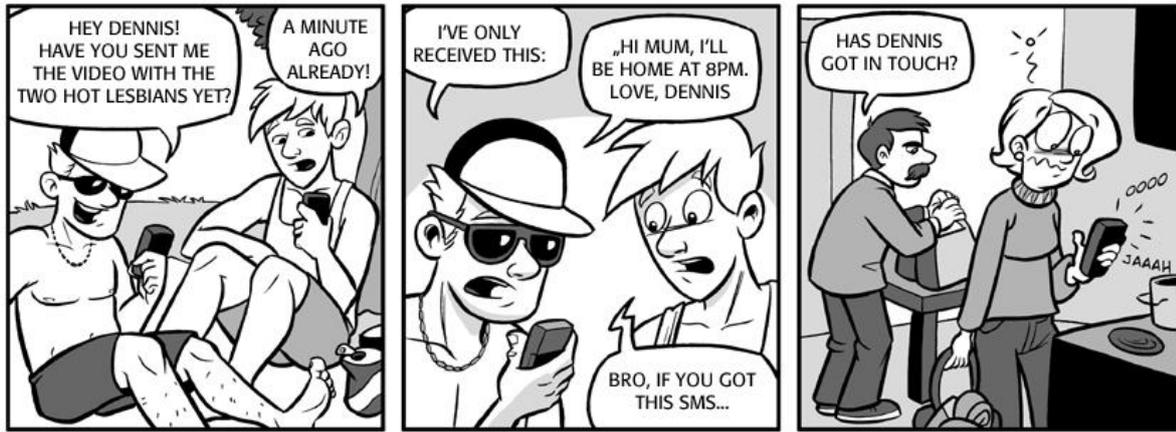
widens significantly (see also the German Federal Centre for Health Education study "Youth Sexuality"). For this reason, discussion rooms must be provided for adolescents in schools and youth work. With respect to pornography, there is (as with themes of violence and addiction) a certain risk percentage of adolescents who tend towards excessive use. Here, risks resulting from the combination of unstable social as well as personal constellations may be involved as well as the age-typical search for role models, security or acceptance as e.g. Siggelkow / Buescher describes in "Germany's sexual tragedy: If children no longer learn what love is".

Porn creates false conceptions of sexual norms

Porn films have nothing to do with real sexuality, but are 'staged' products, where, in most cases, a highly questionable image of sexuality is conveyed. The subservience of women, attributions of stereotypical sexual characteristics

the general reduction of women to sexual objects, the representation of sexuality as exclusively genital sex, and the dominance of the man are all stereotypical representations that stop short of a true understanding of sexuality.

The problem of pornography consists mainly in the fact that adolescents accept conceptions that have little to do with reality. Pornographic films and photographs convey the image of an unfailingly virile man who is always satisfied by a willing woman. Adolescents can easily perceive their sexual practices as inadequate in comparison with what they see in porn. They see themselves under pressure to succeed.



Beside the pressure of expectations, the consumption of pornography can also have a very direct influence on one's sexual behaviour. Thus anal intercourse, which is often seen in porn, is a well-known sexual technique for adolescents today, while it was almost unknown or consistently taboo decades ago. Due to the ubiquity of certain sexual practices in popular porn internet portals, adolescents can easily be insecure about their own sexual behaviour.

What is a cumshot?

The cumshot shows the ejaculation of the male. The term comes from the English-speaking porn industry and is from the slang term "cum" for semen and "shot", i.e. a cinematic approach, together. With cumshot the performer ejaculates on the chest, abdomen, buttocks or vulva of the female partner, or on the face or in the open mouth of the partner (facial cumshot). In hard-core porn, it is customary to end scenes with a cumshot, and make the male orgasm visible to the viewer. Cumshots are iconographies of hard-core porn.

"Hey guys, I have a question about the doggy-style position. And my boyfriend and I have already tried it out. But it did not work because he could not penetrate. What are we doing wrong? Or is doggy-style the same as anal intercourse? I would be grateful for some answers." Girl, 15 years (from on-line consultation forum sextra.de)

Dominance and submission are often conveyed by porn (at times clearly and at others more subtly) in connection with gender roles. The connection between sexuality and love is apparent in very few porn films. Sexuality does not necessarily have to coincide with love; but porn shows sexual acts that have nothing to do with feelings such as love or genuine sympathy. On the contrary: most porn is latently aggressive. To see this, you only have to look at the expression of women and men in porn films, which despite a superficial expression of pleasure and fulfilment is nonetheless apparent.

So even if the paradigms that emerge in adolescents with regard to sexuality and gender relations do not originate from the porn industry, a cautious and gentle treatment of the subject of sexuality and pornography is required. Opportunities must be provided for adolescents to speak to adults and find information and help.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Summary

Pornographic materials are effectively part of the information mix for adolescents. But the imbalance between the high availability of sexual and pornographic content on the one hand, and the continued strong taboo and lack of open discussion in this area on the other hand can help embed false or unrealistic ideas about sexuality. Where adolescents draw a significant part of their sexual education and their sexual-partnership philosophy from porn, it is all the more necessary that parents, teachers and educational staff object to this to some extent. Societal discourse may lag behind, but for teachers it is a fundamental task. The dubious view of the world that porn provides is enough to make it essential to address the issue of pornography within the educational context.

If adolescents can constructively deal with the issue, they will be better equipped to process what they see (often unintentionally). The “Emotions and Pornography” assignment allows the identification of emotions that arise when confronting pornography. In the assignment “Is watching porn okay?” arguments from social debate about pornography are collected and evaluated. In the film-clip “Sex we can?” adolescents are introduced to gender-specific issues on young relationships and sexuality. The assignment “Is it all porn?” is about the definition of pornography, as well as criticism of porn content, production conditions and gender images. In other assignments, legal provisions are also addressed.



“Intimacy on the web” at

www.mekonet.de

Target group: Adults

The brochure “Intimacy on the web” can be downloaded for free. Short and precise, it tackles difficult questions on topics such as: “How do adolescents use the internet in the context of intimacy, sexuality and pornography?”, “What are the current results of media and sex research?”, “How do sexual and media educators, teachers and social workers react to these different media consumption experiences in an appropriate and pedagogically useful way?” (www.mekonet.de/t3/uploads/media/mekonet_hr_intimitaet.pdf)



Johannes Gernert: Generation porn

Target group: Adults

The journalist John Gernert has conducted thorough research and intensive interviews of well-known experts and adolescents on the street. The book is written in a journalistic style and is easy to read. There is no empirical scientific work, but it provides a multiple-view, value-free image of the German federal reality. One should not be influenced by the title: Gernert’s book is the most readable of what there is on the theme “Youth and Pornography”.



Kurt Starke: Pornography and youth - Youth and Pornography

Target group: Adults

The considerable expertise of sexologist Kurt Strong is brought to bear on the subject of pornography seen from a wide variety of viewpoints. His meta-study brings together the results of virtually all the relevant German-language studies and is a very entertaining read.



www.sexwecan.at

Target group: Adolescents aged 14 and over
The site offers a three-part animated film to stream or download free of charge, for use in youth groups / classes from 14 years and over. The animated film in three episodes shows the

story of two adolescents who fall in love. They both need to get closer to overcome some inhibitions.

For both it is the first time. The film appeals to adolescents and can be used to start a conversation about typical puberty problems, sexuality, pornography, friendship etc. Although the girl seems to adopt the clichéd passive stance, her female friend appears precocious at times. The sex scenes between the protagonists, similar to robotically reproduced porn scenes, may be perceived as too direct by conservative viewers.



“Geiler Scheiss” (Hot shit)

Target group: Use in youth groups / courses, from 14 years and over

In the documentary, adolescents openly reflect on how they deal with pornography on the internet, DVDs, magazines etc. Young pornography consumers, experts and critics have their say. The focus is on the relationship between pornography, sexuality and morality.

The documentation is suitable for talking with adolescents about internet pornography. The stories in the film facilitate the educational line, picking up on various aspects. Against the background of opinions and experiences expressed in the film, it is made easier for adolescents, too, to comment on this rather delicate subject.

(Available at www.medienprojekt-wuppertal.de, Price: 10 EUR Loan / 30 € Purchase)



DVD Media and Sexuality

Target group: Use in youth groups / courses, from 14 years and over

Reportage, explanatory films and working materials; medienblau GmbH, Agency for Media Education and Media Production (2010): ON! DVD educational media, Media and Society series, www.medienblau.de

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Methodological - didactic notes - Overview of assignments

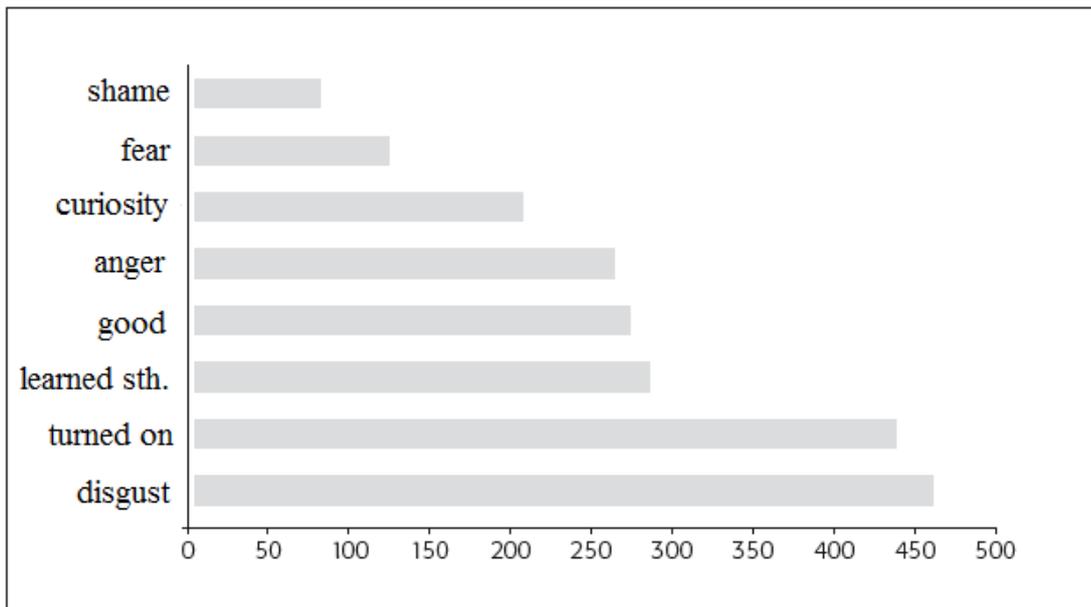
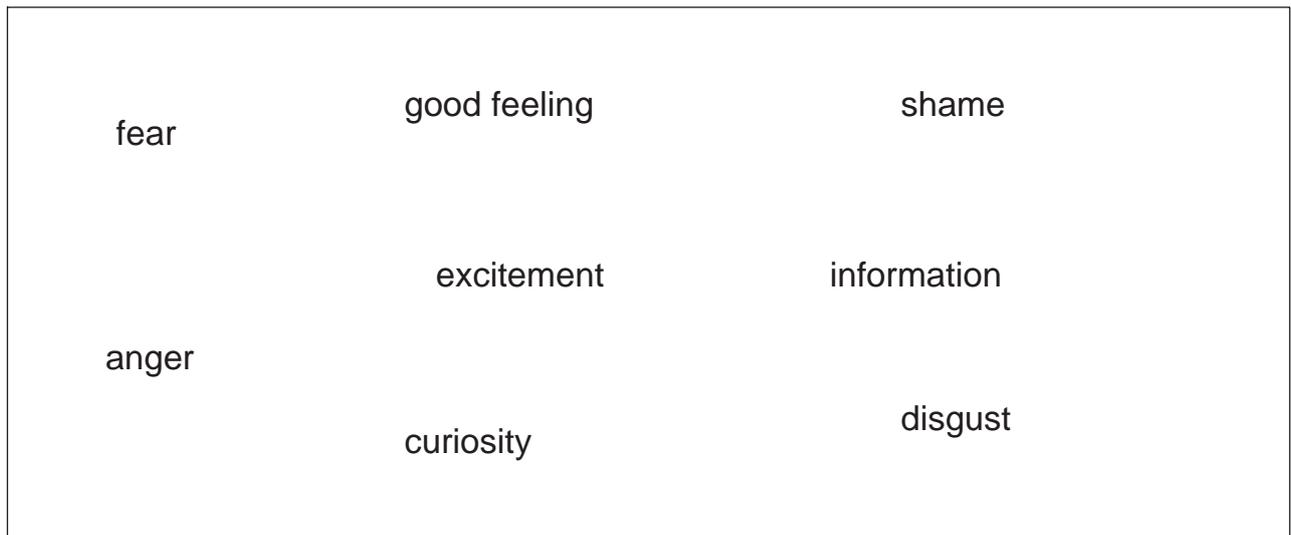
Assignments	Time indication (in min.)	Target group	Objectives	Methods	Organisational format	Additional Material	Internet / PC
Assignment 11 Emotions and pornography	45	from 14 years and over	Name emotions in connection with viewing pornography	Graphical analysis	Whole group, Individual work	Sheets	no
Assignment 12 A question of attitude – right or wrong?	45	from 14 years and over	Self-assessment questions around the topic of pornography	Space scale	Individual work, Whole group	-	no
Assignment 13 Is watching porn okay?	45	from 14 years and over	Collect arguments from the social discussion on pornography, assess and form a view	Street interview film: “A bit perverse?” task including observers, discussion	Individual work, Whole group	Film “A bit perverse”	yes / no
Assignment 14 Discussion group - Is watching porn okay?	45	from 16 years and over	Collect and assess arguments in the public debate on pornography	Newspapers / on-line article “Is watching porn okay?” RPG	Whole group	-	no
Assignment 15 Is it all porn?	45	from 18 years and over	Compare and reflect on definitions of pornography; Critically analyse porn content, production conditions and gender roles	Assessment of definitions, Formulate criticisms	Individual work or Partner work, Whole group	-	no
Assignment 16 The law: pornography	45	from 14 years and over	Get to know the legal provisions that deal with pornography and that can be applied to case studies	Case evaluations, Partner interview	Partner work, Whole group	-	no
Assignment 17 Sex we can?	60	from 14 years and over	Information and assistance relating to issues and myths about adolescent relationships and sexuality	Film	Group work, Individual work	Action sheet	yes

Assignment 11: Emotions and pornography

Topic	Adolescents in Germany come into contact, both intentionally and unintentionally, with pornography. Schools and parents find it difficult to provide adolescents with the skills for dealing with pornography. The unit is a way of discussing the emotions that arise when adolescents confront pornography.
Target group	From 14 years of age
Organisational format	Whole group, Individual work
Time	45 minutes
Preparation	 <p>Download the screenshot to e-mail spam at www.klicksafe.de or www.mediaculture-online.de and prepare as a slide. Prepare the image and the two tables from Sheet Assignment 11 as slides.</p> <p>Source E-mail spam Screenshot: LMZ</p>
Methodological notes	<p>Procedure:</p> <ul style="list-style-type: none"> ■ Possible lead-in: Either show screenshot on the slide to get the discussion going or explain that the image shows an inbox with a spam mail (Note: The screenshot shows sexually explicit content, but not pornography!). ■ In discussion, students contribute instances of accidental contact with pornography sources, e.g. spam, pop-up windows, films sent by strangers/friends received (e.g., Via Bluetooth), incorrect entry of internet addresses (URLs), results when searching for harmless material in search engines, chatting. ■ Students are told that a scientist has studied the feelings with which adolescents react to exposure to pornography, and they are asked which of these feelings are well known to them. Adolescents can give their own feelings or select from the “emotions and pornography” template. ■ With the work task “What feelings are probably the most frequently mentioned?” the terms can be placed on the template in an estimated ranking (this could also be carried out separately by boys/girls). ■ Students now compare their predictions in the graphic “Emotions and Pornography” with the template from Assignment 11. The most frequently triggered feelings when in contact with pornography are “turned on” and “disgust” - in this context, completely acceptable feelings. <p>Note: A question on own emotions when confronted with pornography can be misleading here. It is probable that positive feelings will be concealed out of shame; and the question touches on an area of intimacy and adolescents’ privacy.</p> <p>Literature tip: Altstötter-Gleich 2006 and Grimm et al. 2010) Adolescents were interviewed about their feelings when watching pornography.</p> <p><i>Differentiation:</i></p> <ul style="list-style-type: none"> ■ This offers an opportunity to identify gender differences when confronting pornography. From the graphic it can be picked out as a general theme that boys in particular are ‘turned on’, while girls cite ‘disgust’. It is only when in their mid-20s that the sexes report similar feelings. ■ Adolescents, separated by gender, vote on reasons for the results of the survey. This is an open question; there is no evidence to support specific reasons. It is supposed, among other things, that girls are more likely to conform to politically correct opinions. If this is true, then we do not know the actual views of the girls. Also, one assumes that pornography is more attractive to boys because it is mostly made by men for male fantasies.
Internet / PC	No

Assignment 11: Emotions and pornography

Reactions to pornography – terms



Feelings of teenage respondents aged between 11 and 18 when confronted with sexual material on the internet. Graphic following Altstötter-Gleich 2006

	♀	♂	11–13 years old	14–15 years old	16–18 year-olds	Second. school	Sec. Mod. school	Gramm. school	Comp. school
Turned on	13	39	31	27	37	32	34	29	28
Good	8	18	8	17	17	17	14	12	18
Learned sth. new	14	18	11	21	17	16	20	14	22
Curiosity	13	18	15	15	20	14	15	16	19
Fear	4	2	3	2	2	3	0	3	1
Disgust	33	4	20	14	5	11	11	20	7
Shame	11	1	8	4	2	5	3	4	4
Anger	3	1	4	0	1	1	2	1	0

Reactions to pornography: gender and age difference. Source: Altstötter-Gleich, 2006

Secondary school, Secondary modern school, Grammar school, Comprehensive school

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 12: A question of attitude – right or wrong?

Topic	In this assignment, students first make their own private assessment, then discuss their views as a group.
Target group	Age 14 years and above
Organisational format	Individual (questionnaire), and group work (room layout)
Time	45 minutes
Preparation	Prepare 3 sheets with the titles “agree /don’t know / disagree”
Methodological notes	<p>Procedure:</p> <p>Part 1 – Questionnaire</p> <p>There are 17 statements in the questionnaire. The nature of these statements is intended to challenge and even provoke the reader. Students should mark each statement by ticking “right”, “don’t know” or “wrong”.</p> <p>Important: Students should not think about each question for a long time, but tick spontaneously and from their ‘gut instinct’. They should not make their choice according to what they think teachers and pedagogical specialists expect. The questionnaire is anonymous; it stays with the student and is not collected.</p> <p>Part 2 – Room layout</p> <p>Seating must leave a wide centre or diagonal aisle free. The teacher/education welfare worker distributes three DIN A4-sheets with labels “agree / don’t know / disagree” along this longitudinal and diagonal axis. The teacher or a student reads out some theses and ask students to take a position. Possible key questions: “Why do you take this position? What are your arguments? Who has a counter argument?” As a rule, four to five theses can be discussed. After this, attention usually drops significantly.</p> <p>Important: Minority positions strengthen and support! If the group position on a topic is too uniform, the leader of the assignment can temporarily depart from their role (whilst making this clear, e.g., “I’m not acting as moderator now – just joining in the discussion briefly”) and formulate provocative counter-arguments.</p> <p>Note: A student may express a different opinion to that which he/she had ticked on paper. Explain to participants that this is quite all right.</p>
Internet / PC	No

Assignment 12: Question of attitude – right or wrong?

What do you think? Provide an answer to each question with a tick.

1. Girls do not have so much fun having sex as boys.

- right
- don't know
- wrong

2. Watching porn too often will result in an addiction.

- right
- don't know
- wrong

3. Porn only shows sex that could take place in real life.

- right
- don't know
- wrong

4. It is good that taboos no longer exist on the internet.

- right
- don't know
- wrong

5. Much of what can be found on the subject of sex on the internet is weird.

- right
- don't know
- wrong

6. You no longer have to face problems alone with the internet.

- right
- don't know
- wrong

7. If you haven't much experience, you can learn something meaningful from porn on the internet.

- right
- don't know
- wrong

8. Girls actually like to watch pornos just as much as boys, but do not have the courage to admit it.

- right
- don't know
- wrong

9. Adolescents who want to find a steady boyfriend/ girlfriend via the internet have relationship disorders.

- right
- don't know
- wrong

10. Porn should be allowed from at least 16 years of age.

- right
- don't know
- wrong

11. If boys watch too many porn films, they start to expect completely perverse sexual practices of their girlfriend.

- right
- don't know
- wrong

12. Porn is above all anti-women; men are portrayed more realistically.

- right
- don't know
- wrong

13. Because sex is openly discussed in talk shows, people now have more courage to discuss intimate things within their own relationship.

- right
- don't know
- wrong

14. If you find porn disgusting, it means you are uptight.

- right
- don't know
- wrong

15. To come across well on Facebook all you need to do is post a sexy picture of yourself on it.

- right
- don't know
- wrong

16. In order to be able to discuss pornography sensibly, one must actually look at examples in class.

- right
- don't know
- wrong

17. To be a porn actor is just like any other acting job.

- right
- don't know
- wrong

Source: Sexual education welfare team, pro familia München e. V.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 13: Is watching porn ok?

Topic	Society sees pornography in very different ways. Students collect different opinions on the subject of the use of pornography
Target group	Age 14 years and above
Organisational format	Individual and group work
Time	45 minutes (with additional task approx. 90 minutes)
Preparation	The film clip is available as a download on the website www.klicksafe.de . The man-on-the-street interview "A little perverse" is additional material for the film "Cool Shit" by Wuppertal media workshop: http://www.medienprojekt-wuppertal.de/home.php?flash=yes
Methodological notes	<p>Procedure:</p> <p>Students watch the man-on-the-street interview "A little perverse" (10 minutes). During the film, they note down relevant aspects of pornography on the work materials for Assignment 13. The opinions expressed in the interviews serve as a basis for discussion: arguments expressed should be Scrutinised and students can respond to what they feel are annoying or fair examples of reasoning.</p> <p>Possible evaluation questions:</p> <ul style="list-style-type: none">- Which statement do you agree with / completely disagree with?- The passing on of pornography to children and adolescents is forbidden. What reasons for this ruling could adults have / could society have?- What do you think about the age restriction of 18 years?- Many people say pornography is anti-men and anti-women. How could this be meant?- Were there differences between boys' and girls' evaluation and description of the porn films?- What does pornography have to do with real sex? <p>Additional task:</p> <p>To round up, students can take a stand, verbally or in written form, on the questions:</p> <ul style="list-style-type: none">- In your opinion, from what age can adolescents watch pornography without this having a negative impact on their development? Place yourself in the role of the parent or guardian.- How can one protect children from contact with pornographic material? <p>Many adolescents would probably think differently (be less tolerant?) of pornography were they placed in the role of a parent or guardian than they do as almost-adults. The consequences of too early a confrontation with pornographic material can also be discussed, as well as parental prevention/ intervention measures.</p> <p>Possible prevention measures:</p> <ul style="list-style-type: none">- Technical filters can help (blocking pornographic websites).- Children should only surf children's websites.- Parents as the "filter" (supervision of the use of computers by children, PC should be in a visible place, perhaps in the living room)- Parents should be available as someone to turn to ("If you have seen something that unsettles or frightens you, tell me about it!").- Children should be reassured: "If you see something that frightens you, discard it", or: "If somebody shows you something that you don't want to see, say clearly that you do not want to see it. It is ok to find things disgusting."
Internet / PC	Yes (as DVD or download under www.klicksafe.de)

Assignment 13: Is watching porn ok?

Exercise after watching the film “A little perverse”, with observers: In the film, people on the street are asked about pornography. What is said on the following points? Make notes. Which of the points do you agree with? Which ones do you completely disagree with?

Arguments for pornography

Arguments against pornography

Women and men in porn films

Age restrictions

Additional exercise:

Take a position:

- a. In your opinion, from what age can adolescents watch pornography without this having a negative impact on their development? Place yourself in the role of a parent/guardian.
- b. How can one protect children from contact with pornographic content?

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 14: Discussion– Is watching porn ok?

Topic	Society sees pornography in very different ways. Using the taz newspaper article “Is watching porn ok?”, students collate the various publicly expressed opinions with respect to attitudes to pornography.
Target group	From 16 years
Organisational format	group work
Time	45 minutes
Preparation	---
Methodological notes	<p>Procedure:</p> <p>In the article, four interviewees answer the question “Is watching porn ok?” in the affirmative and three answer in the negative. This lends itself to forming seven groups (with fewer participants, a division of for/against is possible). Students are allocated one interviewee per group; they must find the respective contexts in which arguments for or against pornographic consumption are made (perhaps highlight). One group member ‘plays’ this person in the following discussion of the arguments. Observers write a brief summary of the discussion.</p> <p>Specific instructions for teachers and education welfare workers:</p> <ul style="list-style-type: none">- Get together in your groups and read the comment you have been given. Underline the specific arguments. Write down further relevant points.”- “Read the counter-arguments and write down what your interviewee might reply to these points.”- Preparation for the discussion: “Imagine the interviewees are sitting at a table ... appoint one member of your group to take part in the conversation in the role of your interviewee. Devise a crib sheet for him/her with the main points.”- “Carry out the discussion. All observers are ‘journalists’, who will be writing a short summary for the local daily newspaper (maximum 10 lines).”
Internet / PC	No

Assignment 14/1: Discussion group – Is watching porn ok?

Is watching porn ok? Article in the daily newspaper (taz) on 10 October 2009 – part of the series “Die Sonntaz-Frage” (taz *Sunday question time*)

Corinna Rückert, 44, cultural studies specialist and author, is one of the judges of the ‘Feminist Porn Award’.

You might also ask: is it ok to eat meat? And the answer would be ‘Yes’, in principle it’s ok, because it is part of human nature. This is true of pornography, which is as old as mankind’s culture. What is not ok, by contrast, is factory farming; or the degrading conditions in which porn is produced. Anyone interested in watching porn with a good conscience should influence quality through his or her consumer behaviour. A ban is not the solution, but the demand for better porn that, in contrast to mass production provides a variety of sexual fantasies, portrayed with healthy pleasure; and for porn that is made under humane conditions. In enlightened feminist circles, this conviction has, over nearly 40 years, generated a series of female pornographers. They have campaigned, through their creation of colourful, voluptuous, uninhibited films, for freedom in association with porn.

PorNO? PorYES!!!

Yes

Tarek Simon Choudhury, 25, investment banker, commented on the taz.de site

Yes, it is absolutely ok. It is very beautiful. In lonely hours you can give your imagination a helping hand; it’s relaxing. In love life with one’s partner, it can be stimulating and rebuild momentum. But, like everything else in life, it must be done thoughtfully and consumed in moderation. It can be harmful if people have access to porn films at too early an age. Porn is something beautiful – it should not, however, become more socially acceptable than it already is, because that would make it boring. Once, I found it hot just to see a naked woman; today that’s boring. The mystery should be retained ... porn is something beautiful and ‘forbidden’, and it should stay that way.

Lisa Orgies, 43, is a moderator on WDR’s “Frau TV”. In 2008 she headed Emma for 2 months

Firstly YES, because not all porn consistently links sex and violence. The old feminist way of defining porn is not in tune with current discourse or the market. Secondly YES, because female lustfulness can also rejoice in “pure genitalia”; understanding one’s sexual self includes, for some young women, consuming pornography. Although mainstream porn is more directed at indifferent men than self-conscious women. But a orNO-campaign such as in Emma, which cites 30 year-old porn films, or throws G-strings and Tarantino films in the same PorNO pot, is just as unstructured and aimless as the attacks of leftist anarchists on luxury cars, because in ‘some way they represent capitalism’. The most meaningful guerrilla tactics are alternative porn by women whose work is in slowly influencing the market and effecting change. And the image of women in conventional porn should be made a topic of sexual education classes. Consumption cannot be prevented.

Svenja Flaßpöhler, 34, author (“Der Wille zur Last Pornographie und das modern Subjekt” (Wanting to enjoy: pornography and the modern subject) 2007)

Watching porn is not the problem. The problem is that our meritocracy itself obeys pornographic laws. *Enjoy!*, is the categorical imperative of late capitalism. Like porn actors/actresses, we work tirelessly on an alternative GNP: Greatest eNjoyment Possible. Moreover, porn caricatures the pressure to succeed, something the workaholic knows only too well: if you don’t make it, you may as well get out. The visual logic of porn, too, has long been a reflection of established cultural practice. Biometric passports, electronic insurance cards, spying by the employer: it’s all about ‘transparency’. Whoever shrieks “Pornographication!” and points the finger at children who mimic ‘sexiness’ misjudges the problem: porn is only the symptom, not the cause of society’s problems.

Assignment 14/2: Discussion group – Is watching porn ok?

Sabine Zurmühl, 62, author, film maker, mediator, co-founder of the „Courage“

An attractive, clever and militant girlfriend from the Berlin feminist movement worked as a hooker. At the time, it irritated me a great deal – it still does, because I find the activity of allowing foreign genitalia into one's own sex disconcerting and demeaning. The debate on prostitution and pornography always produced the same old factions: (suggested) pleasure versus (supposed) frustration. Concepts of life, physical feelings, inner freedom, love of adventure or adventure as some might see it; transgressing limits and unbounded longing were and still are under close scrutiny. I myself cannot ignore pornography. I experience pornography as a rather sad issue, in which women are treated like dolls, with their heads pressed down, hair pulled up, turned, groaning desperately; men look away and let themselves be "treated"; ultimately an activity without dignity for either sex. But for women, it also a re-assertion of the worst of all images of women; for me and many of my generation, this still needs to be fought, urgently. What am I, as a woman, supposed to be seeing here. What is supposed to be exciting about it? Active sexuality means something else for me; something more beautiful.

Wolfgang Büscher, 56, is an author and speaker for "Die Arche" youth project

The daily work of the people at Die Arche deals with the after-effects of porn consumption. Even small children grow up with it: they see their parents watching porn films. We find that children have difficulty breaking away from it later. It is like an addiction; we don't know whether people ever manage to control it. It teaches girls and boys that love is a question of the body, nothing more. They confuse sex with love, and hence many lose the ability to have long-term relationships. Porn tells both girls and boys that in effect everything is reduced to the body, for when did someone ever get married in a porn film? In the interviews we conducted for "*Deutschlands sexuelle Tragödie*" (Germany's sexual tragedy) almost all the adolescents knew terms such as *gangbang* and *bareback*, without having a basic knowledge of contraception or the prevention of sexually-transmitted diseases. Pregnancies and illness almost never happen in porn films. In a porn film every woman is willing, always, round the clock. A consumer can easily confuse fiction and reality. Watching porn films is a risk, for all age groups.

No

Fiona Mary Kennedy, 25, a student of education posted this on taz.de:

Of course sexuality and sexual fantasies are private and should remain so. But the question of pornography is about more than this. Many porn films, which even adolescents can access easily, connect the elements of sex, power and violence; these are of course inflicted on women. After or during sexual activity, women are tortured, hit and degraded. Apart from a hatred of women, what do such films express? Pornography communicates, particularly to adolescents who allow themselves be enlightened by these porn films, a distorted and dangerous picture of sexuality. People who do not recognise that pornography has gone too far in our society, should perhaps talk to adolescents and engage with youth culture to find out what is going on: they might discover a backdrop of pornographic music videos being watched on TV, (songs such

as "Sexy Bitch" with lyrics such as "She always ready, when you want it she want it like a nympho"). They might find playboy bunny images papered on 10-year-olds' bedroom walls or sported on T-shirts; 13-year-olds, contemplating intimate shaving and attending pole dancing or stripping courses (very popular, especially among young women in England). These developments simply go too far.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 15: Is it all porn?

Topic	The various definitions of pornography can in themselves be valuable study material. Students compare current definitions and think about them. Quality criteria for pornographic productions formulated by the feminist campaign "PorYes" can be used to help identify what society thinks of pornographic content, production conditions and gender perceptions.
Target group	From 18 years
Organisational format	Individual or partner work, group
Time	45 minutes
Preparation	----
Methodological notes	<p>Procedure: Possible lead-in: Students should attempt to write a definition of pornography (individual work or partner work). The results can then be examined as part of Task 1 in the work material.</p> <p>Task 1: Students assess the definitions (e.g. Wikipedia entry: emphasis on the sexual act and arousal, Zillmann: neutral description, Federal Criminal Police Office: negative description) and compare them with the definition they arrived at.</p> <p>Task 2: In this task, students tackle the topic of 'pornographic content' critically (see box "Requirements" in the work material). Current criticism of pornographic films includes the following accusations:</p> <ul style="list-style-type: none">- Pornography is misogynous (pornography promotes fantasies of violence against women and is often the catalyst for real violence against women).- Pornography is generally inhuman.- Pornography provokes behaviour that transgresses limits.- The production conditions of pornography are ethically and morally unacceptable (unsafe sex, cheap productions in Eastern Europe, exploitation of actors/actresses).- No feelings or love are shown in porn films; they reflect purely technical aspects and the sexual climax, especially that of the man. <p>Note: The campaign PorYes (the first feminist porn film prize) promotes quality criteria for pornographic films. First and foremost, these require that sexuality on screen is not portrayed from an exclusively male perspective but is treated outside the usual pornographic cliché. (http://www.poryes.de/index.php?option=com_content&view=article&id=9&Itemid=11)</p>
Internet / PC	No

Assignment 15: Is it all porn?

Exercise 1:

Definitions of pornography vary. A definition depends on personal perspective. Read through the following descriptions of pornography.

How do they differ?

Which definition do you find most suited? Provide reasons.

“Content should be seen as pornographic if, whilst excluding all other aspects of a human relationship, it focuses on sexual processes in a coarse, intrusive, attention-grabbing way and its overall tendency is solely or predominantly targeted at the prurient interests of the viewer of sexual things.”

Definition of pornography by the Federal Court of Justice (BGH): BGHSt (Criminal matters) 23,44; 37,55. On the pages of the Federal Criminal Police Office Wiesbaden: <http://www.bka.de/profil/faq/fragen01.html>, As of: 09/2009

“Depictions of sexual behaviour of every kind, carried out by every imaginable combination of actors/actresses.”
Zillmann 2004, p. 568

“Pornography is the direct representation of human sexuality or of the sexual act, with the aim of exciting the viewer sexually, whereby the sex organs are deliberately emphasised in their sexual activity.”
Wikipedia: Pornography, 09/2009

Exercise 2:



In 2009, the feminist campaign PorYes awarded its first prize for pornography films, produced on the basis of feminist quality criteria.

Read through the following quality criteria/requirements of the campaign and explain in your own words the criticism behind it. What does PorYes denounce?

Requirements for feminist porn are:

- A positive basic attitude to sex, no inhuman or misogynist representations.
- Practices agreed with the actors and actresses/no crossing of boundaries.
- Ethical work conditions/ the use of ‘safer sex’.
- The actors and actresses are shown in relation to one another; contact in terms of eye, skin, hands and body, in other words there is ‘reciprocity’.
- Emotions and declarations of love are desirable, possible and demonstrable.
- Variety of camera settings, interplay of light and shadow.
- Variations of sexual practices in an enjoyable, pleasant manner, no competitive exhibition is involved; extension of the stereotypically portrayed spectrum
- Variety of body types, people of different ages, sexes, sexual orientation and ethnical background.
- Authentic sound recordings or music, no synchronisation of moans that reinforces sexual stereotypes.
- Representation of delight and joy, main focus on female pleasure and its variety.
- No schematic representation of the sexual high-trajectory, i.e. no straight-line aim towards male ejaculation, no emphasis on men’s climax. Orgasm is not the only goal.
- Women are significantly involved in the production of the film, as producer, director or camerawomen.
- Minimum requirements for all films are the sexually positive representation of female desire, the demonstration of a variety of sexual styles and the essential contribution of women in the production of the film.

Source:
http://www.poryes.de/index.php?option=com_content&view=article&id=9&Itemid=11

Exercise 3:

Discuss the following: Which criticism surprises you? With which point do you completely disagree? Which point do you find the most important?

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the web

Interviews and bibliography

Assignment 16: The law: pornography

Topic	The unit addresses legal regulations relating to pornography. Pornography is a social taboo; it is rarely mentioned in everyday life. For this reason addressing the topic of pornography can give rise to a perception of something 'forbidden'. For children and adolescents in particular, there are however precise legal provisions, which regulate contact with pornography.
Target group	From age 14
Organisational format	Partner interview, group
Time	45 minutes
Preparation	–
Methodological notes	<p>Procedure:</p> <p>Exercise 1: Adolescents read the excerpts from legal regulations using the "partner interview" method (description: see work materials).</p> <p>Exercise 2: To start with, students evaluate the examples by themselves, then as a group. They discuss reasoning with the help of the excerpts from the law. <i>Solutions:</i></p> <ul style="list-style-type: none">• Artjom (17) has a girlfriend. When she is not there, he often watches erotic clips on the internet. This is allowed. 18-year-olds are allowed to watch eroticism, but not pornography.• Two children under 14 years of age send naked self-images to one another online. › Children under 14 years of age are not criminally responsible and cannot be prosecuted (see Section 19 of the German Criminal Code). This would be a different matter in the case of explicit portrayal and older adolescents subject to juvenile law. Naked images are generally not classed as pornography. Only in special cases does this come into consideration, for example where there is "a provocative exhibition of genitalia or the pubic region of children". In that case, it is a question of pornographic content – under Sections 184b and 184c of the German Criminal Code on content depicting the sexual activities of children/adolescents (between themselves). Here, possession is liable to prosecution, as is production, distribution and making available.• Teacher Mrs Schmidt would like to discuss the topic of 'Porn rap' with her students and gives them a performer's script that is on the list of media that is harmful to the young. Is she allowed to do this? › No, such texts may not be passed on to adolescents according to Section 18 of the German Act on the protection of minors (JuSchG).• Leon (19) gives his younger brother Jan (16) a DVD of a porn film to watch. › Leon is thereby liable to prosecution according to Section 184 of the German Criminal Code.• Lena (16) and Kim (15) watch porn clips on the internet. › This is forbidden according to Section 184 of the German Criminal Code; however Lena and Kim cannot be prosecuted, since according to German law, internet providers are liable if they do not restrict access for minors, e.g. through an age verification system.• Kevin (18) passes on several pornographic internet addresses to children aged 11-12 in the school playground. › Not allowed. Under Section 184 of the German Criminal Code, a charge of 'making available' may be made if internet addresses of pornographic material are named or passed on. This activity would certainly be irresponsible towards children. <p>Note: The exact wording in German of the legal provisions may be found at: German Criminal Code (StGB), online under: http://www.gesetze-im-internet.de. The Act on the protection of minors and the Federal Treaty on the Protection of Young People from Harmful Media are available online at http://www.bmfsfj.de/bmfsfj/generator/RedaktionBMFSFJ/Broschuerenstelle/</p>
Internet / PC	No

Assignment 16: The law: pornography

Exercise 1:

Pornography is regulated by law.
Read through the regulations.
For this, use the 'partner interview' method.



'Partner interview' – in pairs with partner A and partner B. Both read, then partner A summarises the main points. Partner B repeats with the words: "Have I understood you correctly, that...?" Then swop roles – but be careful! Each person is allowed to incorporate two mistakes, which the other person must find!



Excerpts from legal regulations

Distribution of violent or animal pornographic content (Section 184a of the German Criminal Code) Distribution is criminal.

Distribution of pornographic writings (Section 184a of the German Criminal Code)

Prohibition of disclosure of pornography to minors. According to Section 11 para. 3 of the German Criminal Code, the term "content" also includes sound and picture media, data storage, images and other representations.

Child- and youth pornography (Section 184b and c of the German Criminal Code)

Besides distribution, attempting to acquire and possession are also liable to prosecution

The depiction of children or adolescents in unnatural, blatantly sexual poses in radio and telemedia – the same applies to graphics– is forbidden under the Federal Treaty on the Protection of Young People from Harmful Media (JMStV Section 4, para. 1 no. 9).

List of media harmful to the young (JuSchG § 18)

Media listed under the Federal Department for Media that is harmful to Young persons are not allowed to be passed on to minors.

Images without authorisation to be shown to young people (Section 12 of the Act on the protection of minors)

Films or plays that are not labelled or labelled "without authorisation to show young people" by the FSK (voluntary rating system applied by the German film industry) or of the federal state authority, may not be passed on to minors.

Radio and telemedia must ensure that the content has an age rating, and that it cannot be used by children of the relevant age groups (e.g. by specific broadcasting times or technical access restrictions, age verification by 'perso-check')

Exercise 2:

Judge the situation. Forbidden or not? Tick and justify your answers using the legal provisions.
Compare your findings in the group.

	Prohibited	Permitted
Artjom (17) has a girlfriend. When she is not there, he often watches erotic clips on the internet.		
Two children under 14 years of age send naked photos of themselves to each other online.		
Mrs Smith, a teacher, would like to discuss the topic of 'Porno-Rap' with her students and give them a performer's text that is on the list of media that is harmful to young people. Is she allowed to do this?		
Leon (19) gives his younger brother Jan (16) a DVD of a porn film to watch.		
Lena (16) and Kim (15) watch porn clips on the internet.		
Kevin (18) passes on several porn internet addresses to pupils aged 11-12 in the school playground.		

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

Assignment 17: Sex we can?

Topic	The aim is to help students with respect to issues and myths surrounding teenage relationships and sexuality. Using the film "Sex we can" and the characters David und Sophie, problematic topics can be addressed in class, without students having to talk about their personal experiences, fears and wishes.										
Target group	From age 14										
Organisational format	Collective work, individual work										
Time	60 minutes (with additional exercise approx. 90 minutes)										
Preparation	Watch Episode 3 of "Sex we can" in advance and prepare to show in class (via www.sexwecan.at)										
Methodological notes	<p>Procedure:</p> <p>Exercise 1: Two to four students per PC, watch the 3rd episode of the series "Sex we can" (depending on equipment the film can also be shown on the projector). Using a problem analysis and working individually, students examine the emotional worlds of the two main characters. The following myths and problems are addressed:</p> <ul style="list-style-type: none"> • feeling the need or rather the duty to have an orgasm • following the wrong role models and the emotional pressure that arises because of this • how communication in partner relationships can go wrong <p><i>Evaluation:</i> This is how the problem and a solution might look.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">David</th> <th style="text-align: center;">Sophie</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Problem</td> <td>Sophie did not come when having sex. I wanted to watch porn films, to find out what women like, so that I would know what to do next time. The next time she did not at all like what I did with her. She even threw me out. I had no idea what I had done wrong.</td> <td>David thinks that I didn't like the sex - just because I didn't come, though I did enjoy it. The next time he tried something different. He treated me like a doll that you can bend just as you like. He was suddenly like a total stranger to me and I was afraid of him.</td> </tr> <tr> <td style="text-align: center;">Solution</td> <td>My mate Nico told me that in real life women do not necessarily function like the actresses in porn films. This is actually obvious when you think about it. I am also unable to keep going for as long as the men in the porn films. I think I will ask her what she likes.</td> <td>I talked about it with my best friend Elena. That was a good idea, as she has more experience. He then apologised to me and I gave him a second chance. Now I am really happy – because he understands me.</td> </tr> </tbody> </table> <p>Exercise 2: In connection with the previous task, this exercise is designed to reinforce self-confidence in different scenarios. Here the adolescents run through steps one might take in difficult situations. The solutions should only be presented on a voluntary basis, either by another member of the group or in the collective group.</p> <p>Additional exercise: Here students can address different aspects of 'porn as fantasy' e.g.: Porn films are not consistent with reality, but show women's and, above all, men's fantasies, which however cannot be asked of everyone. Sex is staged – in other words, shown in a way that enables filming. Continuous desire and a permanent readiness to perform are suggested ... (for further aspects, see Assignment 13).</p>			David	Sophie	Problem	Sophie did not come when having sex. I wanted to watch porn films, to find out what women like, so that I would know what to do next time. The next time she did not at all like what I did with her. She even threw me out. I had no idea what I had done wrong.	David thinks that I didn't like the sex - just because I didn't come, though I did enjoy it. The next time he tried something different. He treated me like a doll that you can bend just as you like. He was suddenly like a total stranger to me and I was afraid of him.	Solution	My mate Nico told me that in real life women do not necessarily function like the actresses in porn films. This is actually obvious when you think about it. I am also unable to keep going for as long as the men in the porn films. I think I will ask her what she likes.	I talked about it with my best friend Elena. That was a good idea, as she has more experience. He then apologised to me and I gave him a second chance. Now I am really happy – because he understands me.
	David	Sophie									
Problem	Sophie did not come when having sex. I wanted to watch porn films, to find out what women like, so that I would know what to do next time. The next time she did not at all like what I did with her. She even threw me out. I had no idea what I had done wrong.	David thinks that I didn't like the sex - just because I didn't come, though I did enjoy it. The next time he tried something different. He treated me like a doll that you can bend just as you like. He was suddenly like a total stranger to me and I was afraid of him.									
Solution	My mate Nico told me that in real life women do not necessarily function like the actresses in porn films. This is actually obvious when you think about it. I am also unable to keep going for as long as the men in the porn films. I think I will ask her what she likes.	I talked about it with my best friend Elena. That was a good idea, as she has more experience. He then apologised to me and I gave him a second chance. Now I am really happy – because he understands me.									
Internet / PC	Yes										

Assignment 17/1: Sex we can?

Exercise 1:

Look at the website <http://www.sexwecan.at/> episode 3 (under Start > Sex we can > Episode 3).

What is David's problem? And what is Sophie's problem?
And how do they each try to solve the problem in order to become close again?

	David	Sophie
My problem		
My solution		



Exercise 2:

Fill in the activity sheet for one of the following situations. If you like, discuss how you would manage the situation with someone in the group.

Situation 1:

During a video evening with friends, someone puts on a porn film. You don't want to watch it, but it would be uncool to go back home. What should you do?

Situation 2:

Your boyfriend/your girlfriend tells you that his partner would like to do something to him/to her while having sex, which he/she finds unpleasant and inappropriate. What do you advise him/her?

Additional exercise:

"Porn films are fantasy films", we read in "Sex we can". What is meant by this? Now imagine you are a contributor to a teenage magazine. Write a short article for the next edition with the title "Porn films are fantasy films".

Assignment 17/2: Help! How can I get out of this?!

Sometimes it isn't easy to find a way out of a difficult situation. Try to tackle the situation calmly. The tasks should help you to make a decision:

Describe your problem:	
What do you have to decide?	
What can you do? (Make a note of <i>different</i> options)	1. 2. 3.
Go through each option. What consequences would your decision have?	
What have you decided?	
Alone is often more difficult than together. Who could give you support when making your decision?	
When everything has been done, take time to consider what was good about your decision.	

Interviews and bibliography

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

Interviews

Does the frequent consumption of pornography cause emotional problems? Do boys really need pornography? In SRE classes, what interests adolescents in particular? In the context of teenage sexuality and pornography, there remain many questions to which no (exhaustive) answers can be given in this brochure. By way of bringing the topic together, this appendix highlights certain aspects, in the form of the personal viewpoints of experts engaged in the field, whether as advisers, youth workers or researchers.

Ursula Enders is Head of Zartbitter e. V., an advisory centre in Cologne that deals with sexual abuse. She has worked intensively for many years with teenage groups, among other things through plays. In the interview she describes the girl's reactions to pornography and sexual harassment. Currently, she believes talent shows are helping to establish a "culture of degradation".

Reinhard Winter sheds light on the viewpoint of male adolescents. He works as a social scientist in Tübingen and is co-author of the first report on men's health. In the interview, he takes the view that boys need pornography; and that this unfortunately exposes them to a great deal of 'junk'. For adolescents, porn and 'porn rap' also represent a means of differentiation from adult 'sexual correctness'.

Esther Schoonbrood is a doctor from Essen. For 15 years she has worked for the Ärztliche Gesellschaft zur Gesundheitsförderung der Frau e. V. (a medical association promoting women's health), taking the subject of preventative sexual medicine into schools. It strikes her that in SRE classes, the 'more tangible' topics such as contraception or AIDS often take priority and, for example, too little is said about the meaning of sex. In her opinion, most topics relating to sex should be handled in gender-specific classes.

Jakob Pastötter is a sexologist and President of the Deutschen Gesellschaft für sozialwissenschaftliche Sexuallforschung (*German Society for Social Scientific Sexuality Research*); he lives near Munich. Pastötter calls attention to the factual power of pornography in the definition of sexuality. He believes a warning should be imprinted on pornographic films: "Watching this film while masturbating at the same time is sexual self-conditioning. This can endanger sexual health and your ability to have a relationship."

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

There is a significant need to talk

Interview with Ursula Enders

Is the subject of sexuality too seldom addressed in German schools?

Sexual education classes in German schools are on the whole limited to conveying information about conception, contraception and issues of hygiene. Both girls and boys are left to tackle questions about love and tenderness by themselves.

Do adolescents have inhibitions when talking to adults about sex?

Teenage girls are justifiably inhibited at the thought of speaking about intimate matters, within the classroom environment, to their subject teachers. These are the same people who assess their academic performance. Moreover, many girls are exposed daily to the type of behaviour from male classmates that pushes sexual boundaries. Consequently, a class is not a protected room in which teenage girls can ask their questions about sexuality. Where school social carers or employees from advisory centres provide confidential rooms within the scope of SRE projects, it soon becomes obvious how great is girls' need to talk.

How do girls react to pornography on the internet?

Virtually all teenage girls are repeatedly confronted with hard pornography on the internet – whether more or less by chance, through their own journey of discovery on the web or through confrontation with pornographic images mailed to them by peers or adults. Reactions vary: many self-confident girls immediately sense hostility towards girls and women in pornographic representations and delete the material spontaneously. In others, confronting pornographic images triggers massive self-doubt. For example, they wonder what is wrong with them if they can't imagine engaging in certain sexual practices themselves. Repeatedly, Zartbitter is contacted by teenage girls who have developed massive problems resulting from a shocking confrontation with hard pornography on the internet.

How do you advise girls on how to deal with attacks on the internet and in "real" life?

The most important message to young girls is: "Getting help is not a sell-out". No-one is entitled to violate the feelings of girls through sexual harassment, speaking in a sexist manner, or by confronting them with embarrassing or humiliating images. The girls affected have a right to help – irrespectively of whether they took part at the start or not. Moreover, it is vital that schools regularly cooperate with advisory centres in running prevention projects, so that girls are informed about help services.

You talk about a 'culture of degradation'.

What do you mean by this?

It's a term I use in the context of the degradation of adolescents, above all in connection with "Deutschland sucht den Superstar" (*Germany seeks a superstar*). Young people are devalued by talent shows, or 'top model' shows. Think of Dieter Bohlen and how he embarrasses adolescents with sexist statements. The way Heidi Klum showcases young women is really a form of emotional cruelty. We also find adolescents insulting and lashing out at one another on internet forums, and then saying: "It's not really meant, it's only fun, we're just messing around for a laugh." But as advisors, we learn that adolescents are deeply hurt as a consequence of these interchanges. They assume a 'cool' attitude in school for fear of being seen as 'uncool' if they show they have been hurt; which would then mean they would be on the receiving end of more. We find this is a particular phenomenon with male victims. A lot of people imagine the problem affects only girls. But it's clear that boys are also victims of sexist abuse and mobbing.

Ursula Enders founded Zartbitter e. V. Köln in 1987. She heads the organisation, which is a contact and information centre for combatting the sexual abuse of girls and boys.

Communicating sexuality

Interview with Reinhard Winter

Do boys need pornography?

Pornography can indeed be useful. For example, it offers the possibility of seeing and studying naked female bodies and sexual practices – and this makes boys competent; it's also simply a beautiful thing to consider nudity or explicit sexuality and to experience it audio-visually. A boy who looks at pornography and talks about it shows that he is sexually interested and thus masculine, mature and modern. It can be a factor when seeking the approval of one's peers. Pornography excites one's imagination: it puts boys in touch with themselves and their need for pleasure. Seen in this light, one should say: yes, boys need pornography. Someone who has no opportunity to consume porn has been dealt a bad hand compared with other boys. The quality of the pornography, of course, is another matter. There is an unbelievable amount of rubbish on the internet, which boys would do well to ignore.

What pressures do the ubiquitous porn films on the internet exert on boys?

Some boys treat it as an incidental, casual activity – a Pastime that is free of charge, as stimulation etc.: they make a clear separation between the commercial world of porn and their experience in reality. Other boys take standardised pornographic sexuality as the norm to which they must adhere: privately, this creates pressure to succeed and means they are not quite sure of themselves sexually; when with a partner, they think that she or he wants 'it' just like that. What is difficult is when one cannot communicate on the subject of sex; and in conversation with other boys on questions of one's prowess, or experience. These are not good conditions for developing one's sexuality in a relaxed, sensual and satisfying way.

What educational services should be offered to boys when it comes to sexuality and pornography?

I think boys find information and clarity helpful. And they appreciate information that is enactable: for this reason, adults should err on the conservative side. But information should also call attention to such issues as distortion, risks, violence, degradation, exploitation and the standardisation of sexuality, as well as feelings of disgust or pressure to perform. The problem with educational provision is that no examples can be permitted; 'bad' and 'good' pornography cannot be shown as teaching material. To deal with the topic theoretically is for the most part boring. At the same time, for many boys, especially older ones, pornography is commonplace and normal.

What is that fascinates male adolescents about porn rap texts, which are at times aggressive and sexist?

Firstly, it is a form of dealing with individual topics, such as sexual insecurity or frustration. Secondly, such raps are part of youth culture, and give them a sense of belonging. And thirdly, explicit rap offers a way in which they can differentiate themselves from adults, with their 'certified' sexual correctness or squeaky clean sexual morals. Boys notice its power to shock and upset adults or drive them up the wall – so rap music is a very practical tool. However, we must remember that not all boys like this kind of music and many don't like it at all!

Dr. Reinhard Winter is Managing Director of the Institute of Social Research in Tübingen (Sozialwissenschaftliche Institut Tübingen). He is co-author of the first report on men's health "Gesundheit von Jungen und jungen Männern" (Health of boys and male adolescents) and has worked for many years in research and further education relating to boys and practical youth work. Reinhard Winter is author of "Jungen – eine Gebrauchsanweisung" ("A guide to boys").

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

At all costs separately

Interview with Esther Schoonbrood

What do adolescents mostly want to know in SRE?

Adolescents are often confronted with mystery. After class, girls puzzle about menstruation and how to deal with it. All in all, they find what is happening in their body highly suspect; often, the changes have negative implications. Boys experience a defensive reaction to unwanted advances as personal failure; they do not really know how to manage their feelings and impulses. Adolescents often completely fail to find their own emotional world reflected in what they see. They may feel fear and disgust, longing and impulses, but for all that, they seek love. They ask when is a 'first time' normal (many believe the answer is at an adventurously early age).

What experience do you have as an external expert in schools?

There are many committed teachers whose efforts to provide good SRE are exemplary. But quality varies considerably. It is easier for teachers to deal with "concrete" topics. This is likely the reason topics such as contraception and especially condoms are foregrounded a little too much, even when areas such as fertility or the anatomy have not yet been sufficiently covered or when it's far too soon to introduce the topic: even at primary school level. Children often don't even know what the *meaning* of it all is, and ask me, "What is sex for?" Sometimes there is too much emphasis on the subject of HIV/AIDS: among adolescents in this country, where the majority are not gay or drug-dependent, AIDS is rare. Perhaps this is the very reason teachers find it easier to dwell on AIDS than to discuss common infections such as genital herpes or chlamydia.

What else has attracted your attention in the course of your SRE work?

Modesty is not always given its due. Respect is however the basis of good understanding. In

many SRE classes, too many personal intimacies are divulged, and teachers relate their own experiences or tell a vulgar joke. This can, however, lead to permanent disruption of acceptable relations within a teacher community, leaving a certain amount of awkwardness afterwards. I also very often hear that teachers do not take complaints about inappropriate advances or pornography on mobile phones seriously enough, or fail to punish them; yet they can be part of class life, though naturally only subversively. There is a great deal of ignorance! In order to provide a benchmark for correct behaviour, clear demarcations and sanctions are extremely important – also in terms of victim and youth protection.

When do you think SRE should be taught separately and why? When can co-ed classes be held?

In primary school most classes can be held together, at least until 3rd grade (ages 10-11). The subject of hygiene is better done separately, however. In the 4th class (from 11) there can already be some very pubertal children; then, changes in puberty should be discussed separately. From the 5th to the 8th class one can work with both genders on purely scientific topics. Topics such as love, how to deal with menstruation, details of sex including contraception – in fact most topics – must be handled separately! The topic of pornography must also to be taught separately at all costs – boys' and girls' perceptions vary too greatly. From the 9th class, (ages 14-15) it is again possible to hold more combined classes. Honest questions tend to come in the separate lessons, however. As far as pornography is concerned, it should be taught in separate lessons. Also, putting on condoms is very questionable as a subject for a joint class.

Dr Esther Schoonbrood has worked for Ärztlichen Gesellschaft zur Gesundheitsförderung der Frau e. V. (a medical association promoting women's health) for many years, providing school services relating to sexual health. She is author of the educational book "Erklär mir die Liebe!: Gefühle, Körper, Sex" ⁹⁵ "Worüber Frauen mit Mädchen sprechen sollten". (*Tell me about love! Feelings, my body, sex*)

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Sexual education is no match for pornography

Interview with Jakob Pastötter

You talk about pornography exerting power. What kind of power is that?

Pornography is crucial in defining our ideas of human sexuality. This happens in two ways: firstly, as a result of its appearance mainly via the medium of film, and secondly because it has a virtual monopoly in the representation of human sexual behaviour. Pictures are stronger than words. We humans are visual creatures. Even a rhetorically polished speech cannot compete with pictures. The only way our society counteracts pornography is through pamphlets and classes in school, because we assume that since the invention of the relevant scientific term, sexuality can be grasped linguistically and intellectually. Pictures on the internet, in particular pornographic ones, fill the subsequent gap in sensual association. They are considerably clearer and, more effective than merely talking or writing about sexuality. Only when one's own (positive) sexual experiences have been made based on a relationship, can one reclassify pornographic sexual associations in the order of things.

What do you mean by a “virtual monopoly in the representation of human sexuality”?

Pornography exerts, through its sheer mass, a certain authority when we think about sexuality: It takes a significant effort to be able to evaluate one's own sexual experience higher than the 500,000 pornographical video clips and films, which are now available on a single internet platform. SRE, which should aim to help children and adolescents towards a self-determined sexuality, is a well-meaning and yet weak David against the Goliath of media. Without media analysis, we cannot contemplate SRE today.

You say that pornographic films are fairy tales for adults. What do you mean by that?

In terms of its history of development, modern pornography is something unique: it has made sexuality into a mass-market entertainment and consumer product. If you look at its structure more closely, you realise that its very uniformity and simplicity have essentially contributed to its popularity. Just like in the fairy tale, you know exactly what you're going to get. And yet you can't get enough of it, because it tells the story of something that doesn't exist in the real world. A sexual land of plenty is depicted, in which every wish is satisfied around the clock; achievement

means sexual achievement, to the exclusion of all other kinds.

On the other hand, you could say that living in the land of plenty is an age-old dream for humankind. So what's the problem?

A viewer of pornography seeks sexual escapism in a very targeted way. This escapism removes him from everyday reality; no past, future or effort is required. This removes any burden and eases the feelings and conflicts, not always pleasant and sometimes tiring, that come with entering into an intimate relationship. In short: pornography releases people from responsibility. Yet acceptance of responsibility is what characterises our real interpersonal relationships.

In fairy tales, there is always a moral. In pornography too?

The crucial difference between fairy tales for children and pornography as the 'adult' fairy tale is of course the fact pornography is trite, psychologically speaking. Rather than the 'fairy tale' analogy it would be better to call it "pseudo-documental entertainment films for individual sexual intensification". This is what the videos or films do first and foremost: namely, they transform sexuality into an audio-visual consumer product.

Before you talk to adolescents ...

Key Element 1 Life during puberty

Key Element 2 Ideals of beauty in our society

Key Element 3 Pornography on the internet

Interviews and bibliography

To what extent does this ubiquitous pornography influence the relationships of young people and adults?

Whether we admit it or not, it influences our ideas of what is 'normal'. The so-called normalising effect is strengthened through frequently witnessing certain patterns of behaviour. In a couple's relationship, pornography functions like a kind of media 'mother-in-law' who meddles in sexual affairs. It's unfortunate that positive sexual experience generally means repeated viewing of pornography because of the enjoyable feelings of desire and orgasm that it engenders. As a consequence, the consumer, like Pavlov's dog, wants to repeat the 'acquired scripts' on sexuality in their relationship. But this does not work.

Why not?

The almost laboratory-style conditioning that takes place through watching pornography while at the same time masturbating is no preparation for the complexities of real relationships between couples, which are determined by many variables. Statements by adolescents and adults who frequently consume pornography show that their tolerance of sexual frustration has decreased significantly. Where pornography abounds, the scripts acquired become an important benchmark for a satisfactory and fulfilling relationship – not only from the sexual point of view.

Does the consumption of pornography influence our social behaviour?

Pornography suggests, beyond sexual action, that the world is full of people who possibly share the viewer's own inclinations and interests to a greater degree than their actual partner and that this requires no social competence whatsoever: it is enough not to have anything against it. Nor is the need to accept limits a feature of "pornotopia", because for each idea – however outlandish – there is someone who is ready to put it into practice. For this reason pornography ultimately advocates social isolation.

Pornography primarily targets adult men. What problems ensue if young people watch pornography?

People who begin to consume pornography as adults already have their own sexual history, generally including a sexual relationship. They can compare such experiences with pornographic images. Young people do not yet have this option, however. In their case, the images must later be corrected in the light of their own sexual experience. This cannot be completely successful, since we are dealing not only with images, but also with the effects of these cumulative experiences. Research into the brain says that pornography consumption and the accompanying orgasm result in a flood of such strong hormones to the body (among other things adrenalin, testosterone, endorphine and dopamine), that this 'rush' of images is deeply etched on the memory.

Can this lead to lasting changes?

Indeed, sexual therapists worldwide report that increasingly, even quite young men have problems maintaining an erection while having sexual intercourse with their partner, for the simple reason that the sexual stimuli are weaker than in pornography. Frequently, we unfortunately overlook the fact that pornography does not simply portray sexuality, but charges it with various audio-visual shock elements in order to provoke a high degree of excitement in the consumer. This, together with masturbation techniques and unrealistic staying power, can effect a form of sexual self-conditioning that has to be treated through protracted therapy in order for the patient to be able to find pleasure and satisfaction in the sexual intercourse with their partner.

Does pornography cause emotional flaws?

If partners have a one-sided fixation on sexual techniques and orgasms, this is generally deplored, both by young and older women. Feelings of togetherness and awareness of the partner are entirely lacking. In the almost forgotten pre-pornography age, we had the term 'union'. Sexual satisfaction is achieved emotionally and physically, not through concentrating on sophisticated techniques. That is why I have suggested that every pornographic DVD, and pornographic video clip should carry a warning: "Watching this film while

simultaneously masturbating is a means of sexual self-conditioning that endangers your sexual health and your ability to have a relationship." There is a reason why explicit pornography may not be made accessible to people under the age of 18. Unfortunately, technical development has rendered legal requirements almost obsolete.

The sexual scientist Dr Jakob Pastötter is President of the „Deutschen Gesellschaft für Sozialwissenschaftliche Sexualforschung (DGSS) (German Society for Sexual Research). He teaches at the American Academy of Clinical Sexologists, Florida, and addresses in particular the phenomena of sexual socialisation and pornography.

Before you talk to adolescents ...
Key Element 1 Life during puberty
Key Element 2 Ideals of beauty in our society
Key Element 3 Pornography on the internet
Interviews and bibliography

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