Disclaimer: The animation you will watch today contains nudity and some explicit material depicting toilet and bathroom use. As the class will be engaging with some potentially sensitive or uncomfortable material, absolute maturity is required. Students should also feel no pressure to share opinions or experiences, but just to listen.

**Learning Outcomes:**

In this lesson, you will:

1. Define and discuss the concept of the “taboo”.
2. Reflect on and discuss your opinions regarding attitudes towards health and the body in Germany and New Zealand.
3. Research, present and compare taboos from other world cultures.

**Before viewing:**

1. Do you know the word “taboo” (in German “das Tabu”)? Write a definition in your own words and get ready to share with the class.
2. In pairs or threes, brainstorm at least 3 cultural taboos – things that are not generally done or spoken of in public. You might have experienced these in New Zealand or in another culture. It is not appropriate in the classroom context to discuss anything of a sexual nature – that this is a natural taboo that will be left as such. Some of the more interesting taboos are surprising or “minor” rather than major ones (e.g., sitting on tables or looking people straight in the eye in Maori culture), perhaps taboos in families or intergenerational taboos.
3. Get ready to share some of your ideas with the rest of the class.

**After viewing:**

**Personal Response – 8 minutes**

1. Do you agree with the German “Sitzpinkeln” message? Do you think it would be possible to change the stand-up peeing culture in New Zealand? Why or why not? Write a paragraph explaining your views.
2. Imagine you are in Duncan’s position, emerging from the changing room at a German sauna wearing your brand-new togs and a gruff pool attendant points to a sign that reads “Textilfrei” (no clothing allowed, literally “textile-free”). Would you: (circle one of the following)

1. Get back into your clothes and go home?
2. Ignore the instruction and continue into the sauna in your togs?
3. Get undressed and brave a “textile-free” sauna experience?

1. Explain in a few sentences why you chose the option above.

1. “You Kiwis are such prudes!” Do you agree with Jörg’s statement? Mark with a cross where you sit on the following continuum? Remember, there are no “rights” and “wrongs” here. Be honest about how you feel.

I feel that the Kiwi taboo around nudity is…

Form Harmful Normal and acceptable Important

1. Write a few sentences explaining your opinion above.

**Pair share and Class Discussion**

1. Stand up and find someone from the other side of the room to work with.
2. Share your answers to the questions above that you have both found most interesting.
3. Be prepared to participate in a class discussion, especially on questions 1 to 4.

**Anthropologists and Sociologist go forth!**

In the following activity, you will form research teams and embark on a virtual journey to different parts of the world to gather information on taboos for the class. This may continue as a homework activity.

Before you set off, consider that a good researcher:

1. Uses reputable sources rather than sensationalist or amateurish material from the internet. Ask your teacher for some leads to begin your research.
2. Refrains from making personal judgements about the information. Let it speak for itself and be especially respectful when entering the territory of a world culture other than your own.
3. Remains critical about the information sources. A good, simple way to evaluate whether a source is sound is to check whether the information is mentioned in other sources.

Task:

1. Form mini research groups of two or three.
2. The teacher will allocate each group a different area of the world (eg: Central America, Asia, Eastern Europe etc.).
3. Choose a culture and/or country you are interested in within that region. Spend 15 - 20 minutes researching the taboos of that culture. Consider the following questions:

1. What is the taboo?
2. Why or how did that taboo come about?
3. Does New Zealand share this taboo?

1. Each group presents its findings to the class, writing the name of the culture or country on the board and some important information about the taboo underneath.
2. When all the groups have presented, find 2 similar and 2 very different taboos.
3. Consider the following statement: “We should be able to do and say anything as long as it doesn’t explicitly harm others. We need to finally free ourselves of our cultural taboos!” Do you agree with this or do taboos have a purpose and should we respect them? Write for 5 minutes in response to this question, followed by a pair share and teacher-led class discussion / debate.