



## Discussion Guide

For Adults Working with Teens

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### Lesson: Can a Guy Ever Say No to Sex?

#### Learning Objectives

By the end of this lesson, students will be able to:

1. Identify at least three sources of pressure on guys and three sources of pressure on girls about sex.
2. Describe at least three different pressures facing guys versus girls about sex.
3. List at least three possible consequences of becoming sexually involved.

#### Materials

- Copies of Can a Guy Ever Say No to Sex? – one per student
- Copies of Sex Pressures Scenarios – one per small group of four
- Chalkboard or newsprint – If using newsprint, need masking tape
- Chalk or markers
- Index cards or scrap paper – one per small group of four
- Three pieces of newsprint – prepared

#### Preparation

- Prepare three pieces of newsprint by drawing a line down the center, vertically creating two equal sections. Next, write one of the following at the top of each section:

A. Sheet 1:

- Pressure from Partner – Guys
- Pressure from Partner – Girls

B. Sheet 2:

- Pressure from Peers – Guys
- Pressure from Peers – Girls

C. Sheet 3:

- Pressure from Parents – Guys
- Pressure from Parents – Girls

#### Procedure

1. Write the following on the chalkboard or newsprint, “Guys face more pressure to have sex than girls.” Ask students to consider that statement and if they agree to raise their hand and if

they disagree to keep their hands down. Ask for volunteers to explain whether they agree or disagree and why.

(Facilitator's Note: Make sure to gently challenge students on their ideas to help them consider different perspectives. For example if a student agrees that boys face more pressure and believes it's because they won't be a real man if they don't have sex, you might ask how often guys lie about their sexual history to avoid being teased by friends.) [8 minutes]

2. Next, ask students to brainstorm places that teens might feel pressure about sex. Write their ideas on the chalkboard or newsprint so you create a list.

(Facilitator's Note: Make sure boyfriend/girlfriend, friends/peers and media are on the list.) Explain that you are going to focus the discussion on the pressure from partners, peers and parents for the remainder of the lesson, although pressure can come from many different places. [2 minutes]

3. Divide students into groups of four and distribute an index card or scrap paper to each group. Assign each group one of the following: partner pressure on guys, partner pressure on girls, peer pressure on guys, peer pressure on girls, parents pressure on guys, or parents pressure on girls. Next, explain that each small group is to write down at least five possible messages from that person/group on their assigned gender. For example, if one group has partner pressure on guys, their task is to write down five messages that a partner might use to pressure the guy about sex. Give groups two minutes to complete. While they are working, post the prepared newsprint at the front of the room.

(Facilitator's Note: If you have less than six groups, assign each group two genders. If you have more than six groups, have multiple groups examine the same thing.) [5 minutes]

4. Have each group report back, and when done, have one student write their messages on the appropriate newsprint you have posted. Once all groups have reported and written on the newsprint, ask the entire group the following questions:

- A) What pressures are similar for guys and girls?
- B) What pressures are different for guys and girls?
- C) Is there one group that has more influence or power over guys' decisions about sex? If so, what group and why?
- D) Is there one group that has more influence or power over girls' decisions about sex? If so, what group and why?
- E) If a person was feeling pressure to do something they weren't comfortable doing, what could they do if the pressure came from a partner? What if the pressure came from a peer? [15 minutes]

5. Distribute copies of Can a Guy Ever Say No to Sex? and read together with your students. Ask students to decide which author they agree with, Ben or Josh. Then ask students to raise their hand if they think Ben is right and keep their hands down if they think Josh is right. Ask students why they agree with Ben or Josh and if there are any other pressures facing guys. [5 minutes]

6. Explain to the students that their next task will involve looking at consequences – both positive and negative – for different sexual decision-making scenarios. Once again, put students into

small groups of four different students. Give each group a scenario and ask them to complete Section A only and stop. Give groups three minutes to complete this section. [5 minutes]

7. Next, explain that each group will switch scenarios. The group will then read the scenario, Section A and complete Section B only. Give students three minutes to complete section B. [3 minutes]

8. Next, explain that groups will switch scenarios one last time. The group will read the scenario, Sections A and B and complete section C. Give students three minutes to complete section C. [3 minutes]

9. Lastly, have each group read their scenario to the whole group and summarize Sections A, B and C. After each group reports, ask the rest of the students if they think the decision and outcome are realistic and why or why not. [12 minutes]

10. In closure, ask students to state one thing they learned as a result of this activity. Hear from as many students as time permits. [2 minutes]

*This Discussion Guide was written by Nora Gelperin, M.Ed.. For additional lessons, go to [http://answer.rutgers.edu/page/lesson\\_plans](http://answer.rutgers.edu/page/lesson_plans).*

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## SEX PRESSURES SCENARIOS

1. JARRELL is at a house party and this really sketchy girl has been hanging all over him. He's pretty buzzed and isn't in a relationship right now, so he doesn't mind the extra attention. He doesn't find her attractive at all, but he's pretty horny, and she has already told him she'll have sex with him if he wants to.

SECTION A:

Possible Decisions	1)	2)	3)
Consequences			
Consequences			
Consequences			

SECTION B: Looking at the above scenario, possible decisions and consequences, below, please choose and then write which decision you think would be best and why.

Decision: \_\_\_\_\_

Why: \_\_\_\_\_

SECTION C: Please read the scenario, Section A and Section B. Then, based on Section B, please list three realistic things you think might happen as a result of this decision during the following week.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

## SEX PRESSURES SCENARIOS

2. JC is really tight with Alex and has been since they were little. Alex used to go with Chanel, but things ended between them. Now things seem to be getting hot between JC and Chanel, and when they were hanging out they almost hooked up. JC is worried about what Alex would think if he and Chanel got together, but also has really strong feelings for Chanel too.

SECTION A:

Possible Decisions	1)	2)	3)
Consequences			
Consequences			
Consequences			

SECTION B: Looking at the above scenario, possible decisions and consequences, below, please choose and then write which decision you think would be best and why.

Decision: \_\_\_\_\_

Why: \_\_\_\_\_

SECTION C: Please read the scenario, Section A and Section B. Then, based on Section B, please list three realistic things you think might happen as a result of this decision during the following week.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

### SEX PRESSURES SCENARIOS

3. YARITZA and MAC have known each other their whole lives. Lots of people assume they are together, but they've always just been friends. Recently there seems to be a lot of sexual tension between them, which is making things feel weird. Last night they were instant messaging, and Yaritza wrote that she'd be into hooking up. Mac is worried about messing up their friendship. They're supposed to hang out tonight, and while Mac does think Yaritza is cute, Mac is still not sure what to do.

SECTION A:

Possible Decisions	1)	2)	3)
Consequences			
Consequences			
Consequences			

SECTION B: Looking at the above scenario, possible decisions and consequences, below, please choose and then write which decision you think would be best and why.

Decision: \_\_\_\_\_

Why: \_\_\_\_\_

SECTION C: Please read the scenario, Section A and Section B. Then, based on Section B, please list three realistic things you think might happen as a result of this decision during the following week.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

### SEX PRESSURES SCENARIOS

4. BIANCA has been going with Trevor for just over two weeks. She has liked him for so long and can't stop smiling and thinking about him. Bianca's friend is cousins with Trevor's ex-girlfriend and has been telling Bianca about all these girls Trevor has supposedly had sex with. Bianca doesn't want to believe it. Just last night Trevor told Bianca that if they had sex, he would always be there to take care of her, no matter what happened. Bianca's sister had a baby at age 15 and she's seen how hard life can be, so she's not sure who to believe.

SECTION A:

Possible Decisions	1)	2)	3)
Consequences			
Consequences			
Consequences			

SECTION B: Looking at the above scenario, possible decisions and consequences, below, please choose and then write which decision you think would be best and why.

Decision: \_\_\_\_\_

Why: \_\_\_\_\_

SECTION C: Please read the scenario, Section A and Section B. Then, based on Section B, please list three realistic things you think might happen as a result of this decision during the following week.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_