



Discussion Guide

For Adults Working with Teens

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Lesson: Thinking Twice about Having Sex

Learning Objectives

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

- Describe at least two reasons why teens might choose to have intercourse and at least two reasons why teens might choose not to have intercourse.
- List at least two reasons they believe are right and at least two reasons they believe are wrong to have intercourse.

Materials

- Copies of the article “**Thinking Twice about Having Sex**”
- Four pieces of newsprint prelabeled (six if have group of 20+)
- One blank piece of newsprint
- Markers
- Masking tape
- Scrap paper
- Pens or pencils

Preparation

- Label each piece of newsprint with one of the following:
 - Reasons why teen girls don’t have intercourse
 - Reasons why teen guys don’t have intercourse
 - Reasons why teen girls have intercourse
 - Reasons why teen guys have intercourse

Procedure

1. Introduce the activity by stating that the decision to have—or not to have—sexual intercourse is complicated and often involves many factors even though many people do not always consciously consider those factors.
2. Divide the participants into four groups. If the group size is over 20, add two more groups. They will discuss “Reasons Adults Think Teen Guys Should Not Have Intercourse,” and “Reasons Adults Think Teen Girls Should Not Have Intercourse.”
3. Give each group newsprint with one of the titles written on it. Provide each group with

marker. Have each group select a recorder. Make certain that the recorder understands she or he must write whatever is said by a group member, no editorial privileges. Tell the group it does not have to agree on all suggestions, and that brainstorming permits all ideas. Allow the groups to brainstorm as many reasons as possible. Have the recorder write them down on newsprint as the group says them. Allow groups ten minutes to complete this task.

4. After ten minutes, bring the groups back together. Ask each group to tape newsprint to the wall. Ask one person from each group (preferably not the recorder) to read his or her group's list aloud to the class. After each list is read aloud, allow participants to ask questions for clarification. Delay general discussion until all lists are read

5. Proceed with the following questions:

- What reasons on the list surprise you?
- What do the lists have in common?
- How are the lists different?
- What types of comments are only on the female lists? Male lists?
- Is sexual pleasure on both lists of reasons that teens have sexual intercourse? Why or why not?
- Is fear of infection on both lists of reasons that teens do not have sexual intercourse? Why or why not?
- Is fear of pregnancy on both lists of reasons that teens do not have sexual intercourse? Why or why not?
- What reasons from these lists are in the best interests of health?
- What reasons might put someone at risk for pregnancy, sexually transmitted infections, or emotional stress?
- Which of these reasons would young people think about before having sexual intercourse?
- Which reasons would young people consider to be more or less important? Or what they might talk with a partner about?

6. Distribute the article "**Thinking Twice about Having Sex**" and read together with the group. Tell participants to underline each reason that a teen might have to choose or not choose to have intercourse. Add any reasons from the story to the newsprint lists that were not already there.

7. Distribute a piece of scrap paper to each student. Tell participants they will finish the lesson by answering two questions privately on their paper. Tell them that what they write is confidential and will not be collected or seen by others. Write the following on the final piece of newsprint and give students five minutes to complete the task.

- What reasons for having or not having intercourse are most important to you?
- How would you share your reasons with a person you are dating?

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