

"Love is about giving freedom and power, not about gaining control or possession."

*Jeffrey Fry*

## What to Do?



Level 2



6 to 30



60 minutes



**Complexity:** Level 2

**Group size:** 6 to 30

**Time:** 60 minutes

**Overview:** This activity explores opinions in the group on common dilemmas relating to sex, sexuality, relationships and violence.

**Objectives:**

- To identify and discuss dilemmas related to sex, sexuality and violence that young people face as they enter the adult world
- To discuss and explore different approaches to dealing with these dilemmas
- To learn about sexual and reproductive rights within the human rights framework

**Materials:**

- The handout "Dilemmas" (for reading aloud by the facilitator)
- A large enclosed working space with four corners or four separate spaces.

**Preparation:** Familiarise yourself with the dilemmas and make signs for each corner: A, B, C and Other.



## Instructions

- 1) Invite participants to stand in the middle of the room and tell them that you will read aloud a number of stories which present dilemmas related to sex, sexuality, violence and relationships. For each dilemma, participants should select one of the possible options (A,B,C, or Other) and take a stand by choosing a corner of the room which corresponds to their preferred response. Indicate the different corners and read out the first dilemma.
- 2) When everyone has selected a corner and is standing in place, allow participants to discuss their response with others around them. Ask participants from each corner to give a reason for why they are standing there.
- 3) Repeat the process for each of the dilemmas, or as many as you wish to present. Then move on to the debriefing and evaluation.



## Debriefing and evaluation

Begin by asking participants for their impressions of the activity, and then continue the discussion to focus on the dilemmas young people have relating to sexuality, sex, violence and relationships. Use some of the following questions:

- How did you feel during the activity? Why?
- Was there anything surprising in the responses or positions of other participants?
- Do you consider that these dilemmas are representative of those faced by young people today?
- How do you think young people make a decision when faced with such a dilemma?
- When you have a dilemma (large or small), how do you go about resolving it?
- Where can young people faced with such dilemmas get support from if they need it?
- Which human rights can you identify which are relevant to human sexuality?
- What challenges do young people face in exercising their rights related to sexuality? What are some of the challenges related to gender equality?

## Tips for facilitators

You can adapt the dilemmas to suit the group you are working with, by changing the sex, age, sexuality, nationality or other characteristics of the persons described, or by changing the scenarios. Remember that it is not always possible to know 'who is in the room' and that you should avoid using the personal stories of participants.

If you have digital projector, it may be helpful to display the options on each dilemma on the screen.





## **Suggestions for follow-up**

Explore the activity 'Look who's coming to dinner!' in the Education Pack All Different – All Equal, to broaden the perspective of participants on relationship dilemmas, and to explore the effects of other people's opinions on the relationship choices and self-determination of young people.



## **Ideas for action**

Find out whether any form of support (counselling, anonymous help-line, etc.) exists for dealing with the concerns of young people in your local area. If none exist, consider whether your group could initiate a project to provide relevant peer support services.

**Ranja's dilemma**

Ranja is 14 and is in love. Her girlfriend feels the same way. They have been together for two months, but Ranja's parents don't know this. She is sure they would forbid her to go on seeing her girlfriend. What should Ranja do?

- A.** Stop seeing the person she is in love with
- B.** Take her girlfriend home and present her to her parents
- C.** Continue to meet her in secret
- D.** Something else (Other corner)

**Barry's dilemma**

Barry is 16. He is gay, but no one in his family or circle of friends knows this. He likes a boy in his class and would like to have a relationship with him. However, he is not sure if the boy will be open to the proposal, and he is worried that the boy might tell other people in the class and that his parents might find out. What should Barry do?

- A.** Drop the whole idea and forget about the boy
- B.** Tell his parents and friends that he is gay, and ask the boy out on a date and just see what happens
- C.** Try to get to know the boy better, to check whether he has similar feelings, before revealing his own
- D.** Something else (Other Corner)

**Jenny's dilemma**

Jenny is 15. The coolest guy in the school asks her home after the disco, telling her his parents are away. Jenny likes him, but doesn't really know him. She has heard that he has slept with lots of girls at school. She doesn't want to have sex with him yet. What should she do?

- A.** Say no
- B.** Say yes
- C.** Say yes, but only if a few friends go too
- D.** Something else (Other corner)



### **Nasrine and Eddie's dilemma**

Nasrine and Eddie are 18 and 19 respectively. They have been together for more than a year. They have just found out that Nasrine is pregnant. They were not planning on having kids but had been thinking about getting married. Nasrine wants to tell her parents. Eddie is sure they will not approve and might even try to break them up. They don't know what to do, because Nasrine is still finishing school. What should Nasrine and Eddie do?

- A.** Go to a counsellor for advice
- B.** Get married quickly and secretly and then announce the pregnancy to Nasrine's parents
- C.** Tell Nasrine's parents and ask for their support in planning the next steps
- D.** Something else (Other corner)

### **Ingrid's dilemma**

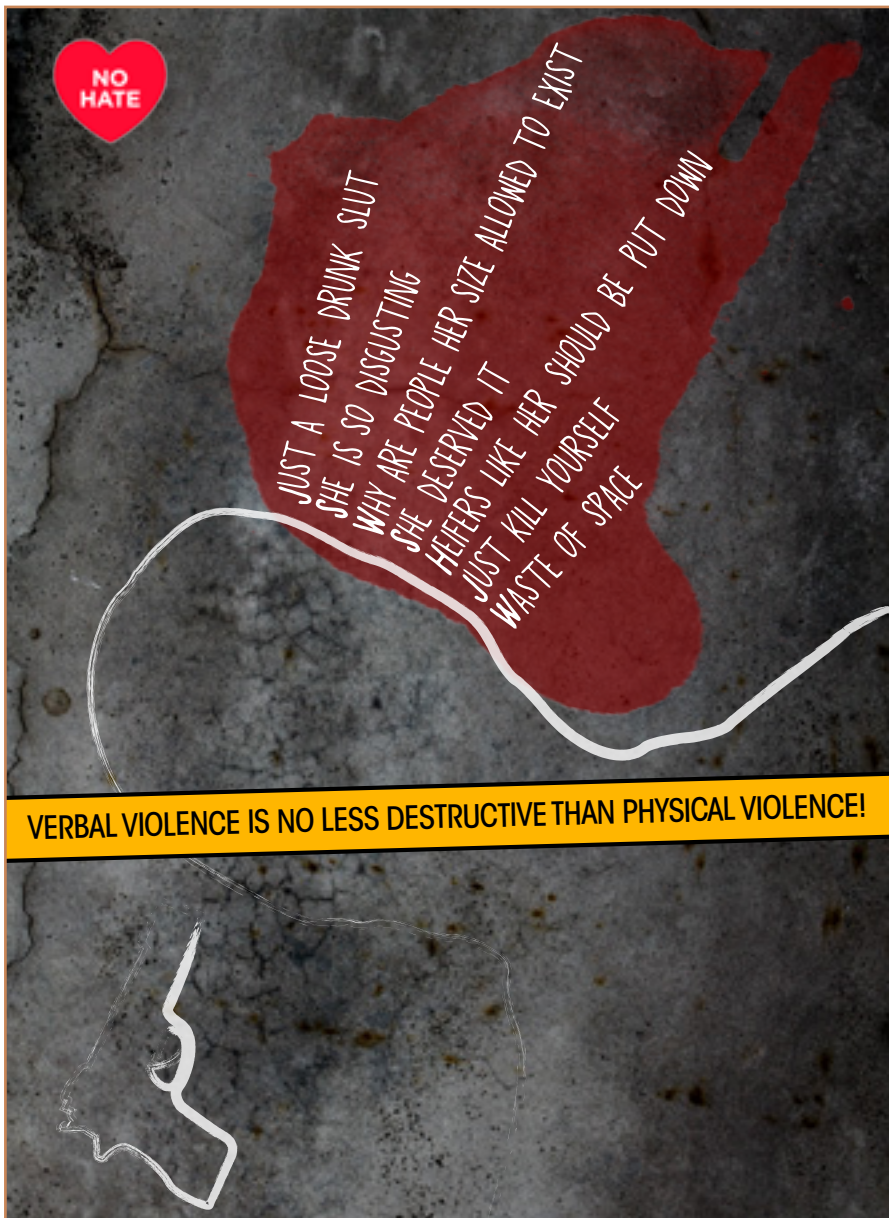
Ingrid and Shane are both 17. They have been going out together for 2 years. One night they are out at a disco and Shane gets drunk. Ingrid decides to go on to another disco without Shane and he gets very angry, starts shouting at her and pushes her to the ground. What should Ingrid do?

- A.** Stay with Shane for the rest of the night and forget what happened
- B.** Leave the disco without Shane and tell her friends what just happened
- C.** Hit back, until Shane stops shouting
- D.** Something else (Other corner)

### **Alina's dilemma**

Alina was born intersex, but the doctors took the decision to operate surgically to make them a woman. Their parents were not informed about the decision, and no additional follow up on Alina's condition was ever made. Alina was raised as a girl, not knowing what being intersex means. By the time Alina reached puberty, they started to develop several health issues, and certain markers of masculinity. At the last medical consultation, the doctors revealed to Alina and their parents the original cause of the issue and proposed further hormonal treatment to force female characteristics. Alina's parents were very much in agreement with the doctors' proposal. What should Alina do?

- A.** Allow her parents and the doctors to decide, because they know better
- B.** Ask for more information and further options, while taking only the medication necessary to mitigate health risks
- C.** Sue the doctors and institutions that were responsible for the situation
- D.** Something else (Open corner)



Poster created by the No Hate Ninjas (Portugal) for the No Hate Speech Movement youth campaign.