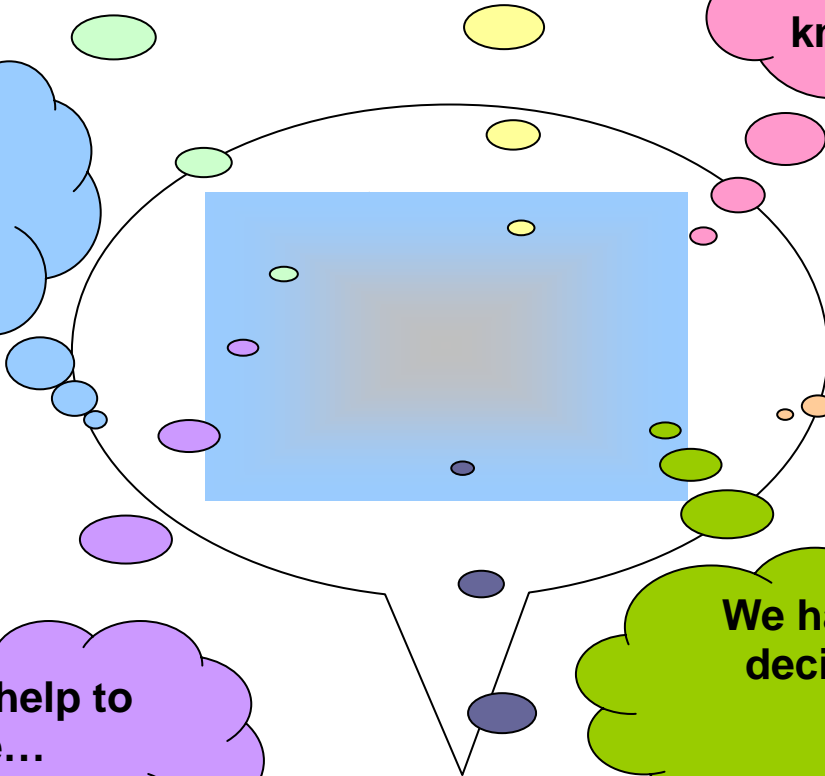


I know I can make a difference...

We should try...

I want do something, but I don't know what...

This problem affects me because...



I am here...

We need help to solve...

We have to decide...

I am not sure about...

# Before Starting...

Since we are planning to get together and engage dialogue around concepts some concepts, which will guide our future discussions and actions, it is best if together we establish the rules for our group work. After talking with your friends, write in the table below such rules.

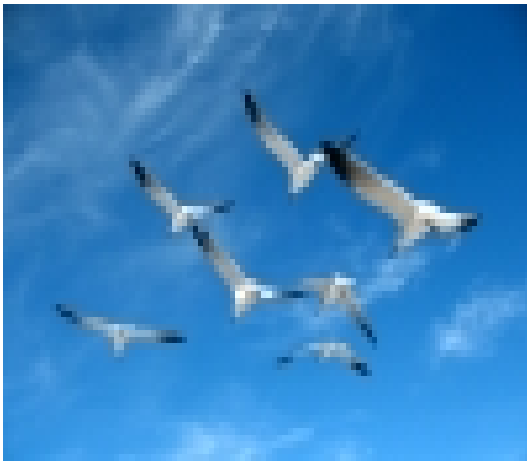
	
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# What do you think about...?

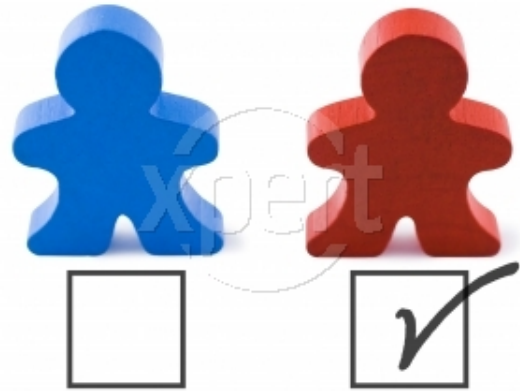
1) When you think about choices what comes to your mind?

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2) Which pictures or symbols resemble the way you make your decisions? If you can't find any picture that matches with your experience, you can add more pictures.



A. ( ) -----



B. ( ) -----



C. ( ) -----



D. ( ) -----



E. ( ) -----



F. ( ) -----



G. ( ) \_ \_ \_ \_ \_

H. ( ) \_ \_ \_ \_ \_



I. ( ) \_ \_ \_ \_ \_

J) \_ \_ \_ \_ \_

3) Which of the following values best represent the picture(s) that you've chosen? Which values are missing? Come back to the last exercise and match the values with the pictures.

**Freedom – Tolerance - Equality**  
**Selfishness – Cooperation – Democracy**  
**Greediness – Justice – Security –**  
**Ambition – Common-Good – Self-reliance**

4) Which values are behind of...?

a) Personal Choices\_ \_ \_ \_ \_

\_ \_ \_ \_ \_

b) Collective Choices \_ \_ \_ \_ \_

\_ \_ \_ \_ \_

5) Do you see any difference between these two kinds of choices? If so, please explain.

\_ \_ \_ \_ \_

\_ \_ \_ \_ \_

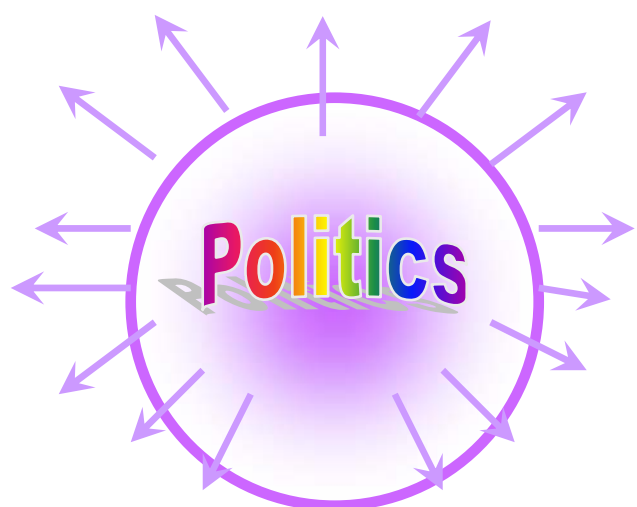
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# Building Concepts...

**This unit was developed in order to help you to build knowledge that can improve the way you participate in your community. From this page on we are going to discuss some elements that are part of this process.**



Use the circle to create a verb-web. If you need the arrows you can add, as much you need.





2) Divide the verbs you've chosen in four groups. Please, let the first line in blank for while.

POLITCS			



3) Go back to the section "What do you think about...?", analyze your answers and the two last exercises as well. Is there any connection among values, choices and politics? If so, make it clear.

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4) Think about the words below and write down what they each mean to you.

b) Public\_-----  
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b) Policy\_-----  
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c) Do you see any difference between policy and rules or laws?  
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5) After discussing their meanings with your friends, try to define the expression "Public Policy"

Public Policy is -----  
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So, in order to set a public policy, we need practice politics, which means people making decisions. But, how can we make decisions, which are good for everybody? Maybe, making sound decisions.



6) What is the relation between the expression "sound decisions" and the following pictures?



A large green rectangular area with a thick green border, containing five horizontal dashed lines for writing.

## Mapping the Problem...

In order to practice what we discuss and learn about, from this section on, we will develop some activities which will help us to analyze a problem, by making sound choices as well as searching for solutions to it.

 What is the problem?





1) Talk to your friends about "Teenage Sexuality" and indicate which of the below characteristics can be related to this theme or to the problems which come from it.

- a. ( ) Affects many people at the same time;
- b. ( ) People have strong and different opinion about the issue;
- c. ( ) It demands a politic answer and make people want changes in rules or laws;
- d. ( ) It brings consequences and changes in the way people live;
- e. ( ) Can have more than one solution to its problem.



2) Who are the people and/or organizations that are interested in talk about this problem?

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3) Which laws or policies are related to "Teenage Sexuality"?

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4) What kinds of problems that are related to "Teenage Sexuality", has the media highlighted?

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5) Think about this topic and say in which ways it personally affects you.

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6) What concerns your friends and neighbors about it?

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7) Think about the texts (articles, news, researches, etc.) that you have read recently. What the texts say about the issue?

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8) What concerns the officials about this issue?

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9) Who is not here? Which voices are missing? What would they say?

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10) When do you think about the issue, which people are affected directly? And indirectly?

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11) Who else can be affected by this issue? What can concern them?

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# What concerns us? Which are our choices?



1) Analyze the presented concerns and try to identify which beliefs and/or values are behind them. What really bothers people?

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2) Group the concerns according to beliefs and/or values in which they are based on.



3) Analyze the created groups, and based on the beliefs and/or values expressed by them, write a sentence to indicate solutions to these problems.

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# Describing the problem and the possible solutions



1) Talk to your friends and write a paragraph whose content shows the main concerns about the issue.

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2) Now, elaborate a new paragraph describing the problem as well as ways to solve it.

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## Which are the pros and the cons of each possible solution?

As we saw in the beginning of this unit, make sound decisions implies in doing it based on facts. Thus, use all available materials (books, magazines, sites on the internet, newspapers, etc.) to research about the issue, and to search for solutions to it.



1) Remember: to research is necessary to value your ideas and help you to answer the following questions:

- a) Why do I have to choose this possibility? What makes it a good possibility?
- b) Which are the negative aspects of this possibility? What is challenging in it?
- c) What can individuals do?
- d) What can citizens do together?
- e) What can officials and governments do?
- f) What can others institutions (associations, churches, schools, etc.) do?
- g) Which trade-offs people will have to face?

Pros	
Cons	
Possible Actions	

Trade-offs	
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