



# YOU be the JUDGE



## LES Ethics and Religious Culture

### STUDENT WORKBOOK SECONDARY 1

#### INTRODUCTION TO THE LEARNING AND EVALUATION SITUATION

In this learning and evaluation situation, you will have the opportunity to enhance your understanding of autonomy and dependence by discussing such concepts as tension, values and social norms.

Through the activities, you will observe different situations and explore the ways in which autonomy and dependence are demonstrated by individual people or within a society, while considering the conditions and tensions involved.

Finally, you will be asked to think about drinking, and the personal and social issues it raises.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Group: \_\_\_\_\_



## Autonomy and Dependence: The Freedom to Choose

## GETTING STARTED

### Drinking alcohol

In Quebec, the legal age for buying alcohol is 18. However, most young Quebecers have their first drink before the age of 18.

As you watch the video “**2340 Dancers**” from the Éduc’alcool campaign to promote moderate drinking, look for the answer to the following question:

◆ How many drinks can teenagers have without endangering their health?

Then, join in the class discussion. If you like, make note of what people say.

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## Activity 1 How do people demonstrate autonomy and dependence?

### Assignment

Group discussion to reach a common understanding of autonomy and dependence. This will help you identify the concepts and recognize how they are demonstrated in different situations.

**TABLE 1: Note characteristics during the group discussion.**

AUTONOMY AND DEPENDENCE: WHAT DO THEY REALLY MEAN?	MAIN CHARACTERISTICS
AUTONOMY	
DEPENDENCE	



**TABLE 2: Indicate whether the examples given demonstrate autonomy or dependence. Explain your answers using the characteristics identified in Table 1.**

MANIFESTATIONS	AUTONOMY	DEPENDENCE
<p>Example 1: A visually impaired person manages to get around alone using a guide dog.</p>	EXPLANATION:	EXPLANATION:
<p>Example 2: A person can't stop himself from drinking alcohol every day.</p>	EXPLANATION:	EXPLANATION:
<p>Example 3: Contemporary society can't function without oil.</p>	EXPLANATION:	EXPLANATION:

## DID YOU KNOW?



### Drinking alcohol can create a dependency

- Alcohol increases the amount of dopamine available in an area of the brain called the hypothalamus, also known as the “reward circuit.”
- This gland is also home to the powerful “pleasure centre” that drives us to eat and drink, and determines many of our behaviours.
- If drinking alcohol gives a person pleasure, a sense of well-being, and the impression that they are more relaxed or less stressed, that person may feel like drinking more, in order to experience these feelings again, even though the pleasure is artificial and short-lived.
- Dependency occurs when a person can't do without that feeling, and therefore drinks with increasing frequency. In some cases, it takes more and more alcohol in order to produce the same effect, and it can be difficult for the person to stop drinking.

## Activity 2

# Explain the tensions or conflicts of values in situations of autonomy and dependence

## 2.1 Case study

### ◆ What is a **value**?

A value is a degree of importance assigned to things, attitudes or behaviours that a person or group of people considers worthy or desirable. Values can be used to decide whether certain behaviours are acceptable. Taken together, values can constitute a consistent, hierarchical set called a “value system.” Social, religious and family values are examples of such systems.

### ◆ What is a **social norm**?

A social norm is a moral standard that guides the behaviours considered acceptable by a group or society. Such norms could be laws, regulations, or even unwritten rules that most people know and follow, such as a code of conduct, a religious dogma or a “house rule.” A social norm is a model that tells us how to behave.

## Assignment

- For situations A, B and C below, explain the potential tensions and specify the values and social norms behind those tensions.
- For D, create a situation in which one or more people demonstrate their autonomy or dependence. Note the tensions or conflicts of values that result.
- But first, review the meanings of “autonomy” and “dependence” from Activity 1 (*Student Workbook*, p. 3), and reread the definitions of “value” and “social norm” above.

**Situation A:** My brother unfriended someone on Facebook because he didn’t agree with what that person was posting. Is this an example of autonomy or dependence? Aside from the disappointment involved, this situation creates tension related to the values and social norms common in the world of many teens and pre-teens.

**Dependence or autonomy:** \_\_\_\_\_

**Why?** \_\_\_\_\_

\_\_\_\_\_

**Describe the tensions or conflicts of values in this situation:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Situation B:** William is very happy: he's just received his first invitation to a party with his new gang of friends in high school. At the party, some of his friends push him to drink beer, saying: "You didn't bring any, but have some anyway: it'll put you in a good mood, like us!" William knows what can happen if you drink too much: his mother, an alcoholic, has successfully stopped drinking, and the whole family is encouraging her to remain sober. This gives William the strength to resist the pressure from his friends.

**Dependence or autonomy:** \_\_\_\_\_

**Why?** \_\_\_\_\_

**Describe the tensions or conflicts of values in this situation:** \_\_\_\_\_

**Situation C:** My sister Judith has always had trouble making friends because she is really shy. But since Christmas, things have changed: she has a new group of friends and they often hang out in the park after school. I was happy for her until I found out they often drink. I smelled alcohol on my sister's breath and I followed her. I think she would do anything to have friends. But I'm worried she won't be able to overcome her shyness without alcohol now.

**Dependence or autonomy:** \_\_\_\_\_

**Why?** \_\_\_\_\_

**Describe the tensions or conflicts of values in this situation:** \_\_\_\_\_

**Situation D:** Create a situation and explain the tensions or conflicts of values that result.

**Dependence or autonomy:** \_\_\_\_\_

**Why?** \_\_\_\_\_

**Describe the tensions or conflicts of values in this situation:** \_\_\_\_\_

## 2.2 Groups and organizations that care about drinking

### DID YOU KNOW?



### Drinking raises some important issues in our society

There is a great deal of interest in issues related to drinking in our society, by government, not-for-profit organizations, the alcoholic beverage industry, the media, support groups concerned with alcohol abuse, organizations that promote individual rights and freedoms, parents, schools, and others. They may not all share the same values or have the same interests. You can tell their position on drinking by what they do.

For example:

- Parents and schools teach children about moderation, but there are also people who want others to respect their decision to drink as they like;
- The government seeks to limit the social and economic costs of alcohol abuse, but at the same time, it hopes to profit from alcohol sales;
- Advertising by the alcohol industry encourages people to buy their products, while prevention campaigns by not-for-profit organizations, such as Éduc'alcool, promote moderation and encourage people to drink responsibly.

### Assignment

- Choose **one organization** whose mission or goal is to take action with regard to drinking (by controlling alcohol sales in Quebec, by supporting people who have developed drinking problems, by promoting moderation, etc.).
- Describe what this organization does and explain the values behind its activities.

Group, institution or organization: \_\_\_\_\_

Its activities: \_\_\_\_\_  
\_\_\_\_\_

Values associated with these activities: \_\_\_\_\_  
\_\_\_\_\_

Possible impact of these activities on society: \_\_\_\_\_  
\_\_\_\_\_

## Activity 3 The effects of awareness activities on individuals and groups

### 3.1 Case study

For a project in their Ethics and Religious Culture class, Mika, Leo and Solène have to make a video to make students in their school aware of the harmful effects of alcohol abuse. Their video will be posted on the school's website. They hope the video will spark lively responses and real conversations, thus maximizing the impact of their awareness campaign.

#### Assignment

Below are two options Mika, Leo and Solène have come up with for their awareness video. Your job is to:

- For each scenario, list the possible effects on the people involved, and on other people;
- Name a value or social norm that might explain the potential reactions to each option;
- Make sure your explanation of the effects is relevant to the subject.

**Option 1:** They make a bit of a "wild" video that shows a party at which a bunch of teenagers are binge drinking. The party ends horribly with the death of one of the teens.

**One possible effect on the people involved:** \_\_\_\_\_

\_\_\_\_\_

**Value:** \_\_\_\_\_

**Social norm:** \_\_\_\_\_

\_\_\_\_\_

**One possible effect on other people:** \_\_\_\_\_

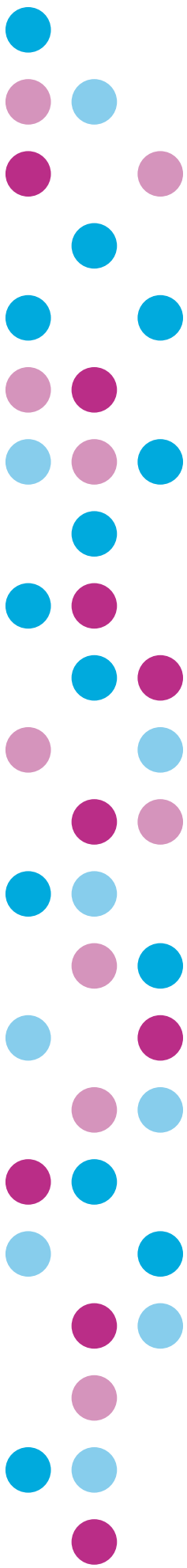
\_\_\_\_\_

**Value:** \_\_\_\_\_

**Social norm:** \_\_\_\_\_

\_\_\_\_\_





**Option 2:** They make a video illustrating the differences between the impact of alcohol on a boy and a girl: they drink exactly the same amount, but the girl acts like she's drunk, while the boy seems to be less affected.

**One possible effect on the people involved:** \_\_\_\_\_

\_\_\_\_\_

**Value:** \_\_\_\_\_

**Social norm:** \_\_\_\_\_

\_\_\_\_\_

**One possible effect on other people :** \_\_\_\_\_

\_\_\_\_\_

**Value:** \_\_\_\_\_

**Social norm:** \_\_\_\_\_

\_\_\_\_\_

### 3.2 Write your own proposal

Think of a third option and explain the effects the video might have on those involved and on other people. Identify a value and a social norm that might explain the reactions.

**Option 3:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**One possible effect on the people involved:** \_\_\_\_\_

\_\_\_\_\_

**Value:** \_\_\_\_\_

**Social norm:** \_\_\_\_\_

\_\_\_\_\_

**One possible effect on other people:** \_\_\_\_\_

\_\_\_\_\_

**Value:** \_\_\_\_\_

**Social norm:** \_\_\_\_\_

\_\_\_\_\_

## EVALUATION CHART

TO BE COMPLETED BY THE TEACHER

EVALUATION CRITERIA	DEMONSTRATIONS OF STUDENT'S COMPETENCY	Exceeds requirements	Clearly meets requirements	Barely meets requirements	Does not meet certain requirements	Does not meet requirements
<p><b>Activity 1</b></p> <p><b>Engages in dialogue</b></p> <p>Organizes thoughts. Interacts with others.</p>	<ul style="list-style-type: none"> <li>- Produces sufficient quantity of relevant written notes indicating how thoughts are organized.</li> <li>- Uses content appropriately in interactions with others.</li> <li>- Asks questions for clarification.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Activity 2</b></p> <p><b>Reflects on ethical questions</b></p> <p>Analyzes a situation from an ethical point of view.</p> <p><b>Engages in dialogue</b></p> <p>Develops a solid point of view.</p>	<ul style="list-style-type: none"> <li>- Identifies the tensions and conflicting values present in different points of view.</li> <li>- Presents a coherent point of view based on relevant material</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Activity 3</b></p> <p><b>Reflects on ethical questions</b></p> <p>Evaluates options or possible actions in order to recognize which ones contribute to community life.</p>	<ul style="list-style-type: none"> <li>- Identifies the tensions and conflicting values present in different points of view.</li> <li>- Explains the effects on others.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>