



YOU be the JUDGE

Éduc'alcool

LES Ethics and Religious Culture

TEACHER'S GUIDE SECONDARY 1

There is no ideal way to make children wait as long as possible before they start drinking alcohol. By the age of nine, one in every four children has tried alcohol. Some do it without their parents' knowledge, either at home or with friends, emptying adults' glasses or finishing off a bottle of something, without necessarily making a distinction between beer, wine, cider or spirits. Others, however, drink occasionally with their parents' consent, since the parents prefer to introduce them to alcohol in controlled circumstances and with strict guidelines.

ÉDUC'ALCOOL'S "YOU BE THE JUDGE" SCHOOL PROGRAM

Éduc'alcool's "You Be the Judge" program was designed for students in every year, from Elementary Grade 5 through Secondary V. The goal of the program is to:

- delay the start of drinking as long as possible;
- help young people learn responsible behaviour when faced with peer pressure;
- help them understand that you don't have to drink to have fun;
- help them become critical, informed consumers;
- show them how to distinguish between abusive and moderate drinking.

TEACHING MATERIALS ARE COMPREHENSIVE AND FREE

The teaching materials correspond to students' current reality and focus on two main aspects:

- giving them a better understanding of the impact of alcohol on growth and development in the human body;
- providing them with better tools to help them become independent so they can resist the influences around them.

The material is in the form of a **learning and evaluation situation (LES)**. It follows the progression of learning and provides for skills evaluation, as established by the Québec Education Program developed by the Ministry of Education, Recreation and Sports. The program for each year includes:

- a **Teacher's Guide**
- a **Student Workbook**
- a **skills evaluation tool**

All the material necessary for this LES is available at educalcool.qc.ca.





Autonomy and Dependence: The Freedom to Choose



SUMMARY OF THE LEARNING AND EVALUATION SITUATION

This learning and evaluation situation is designed to enhance student understanding of the concepts of autonomy and dependence, by discussing the related issues of tension, values and social norms.

In this process, they will be able to observe different situations and analyze the ways in which people and groups demonstrate autonomy and independence. They will also think about the conditions and tensions such situations involve.

Students will think about drinking—specifically about the personal and social issues it raises. They will identify the impacts of awareness campaigns, pinpointing the values and social norms that may explain the behaviour of some people.

CONNECTION TO THE QUÉBEC EDUCATION PROGRAM

Broad Areas of Learning: Environmental awareness; consumer rights and responsibilities.

Focuses of development: Responsible use of goods and services; distinction between needs and desires.

Competencies in ethics: C1 (Reflects on ethical questions).
C3 (Engages in dialogue).

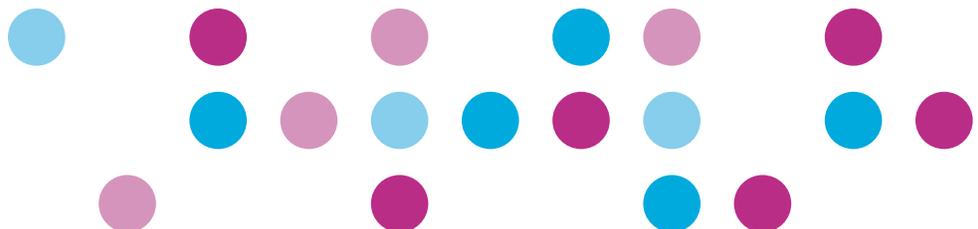
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activities

GETTING STARTED

Activity 1 How do people demonstrate autonomy and dependence?

Competency in ETHICS: Engages in dialogue.

Evaluation criteria: Organizes thoughts. Interacts with others.

Observable: Produces sufficient quantity of relevant written notes indicating how thoughts are organized; uses content appropriately in interactions with others; asks questions for clarification.

Activity 2 Explain the tensions or conflicts of values in situations of autonomy and dependence

2.1 Case study

2.2 Groups and organizations that care about drinking

Competencies in ETHICS: Reflects on ethical questions. Engages in dialogue.

Evaluation criteria: Analyzes a situation from an ethical point of view. Develops a solid point of view.

Observable: Identifies the tensions and conflicting values present in different points of view; presents a coherent point of view based on relevant material.

Activity 3 The effects of awareness activities on individuals and groups

3.1 Case study

3.2 Write your own proposal

Competency in ETHICS: Reflects on ethical questions.

Evaluation criteria: Evaluates options or possible actions in order to recognize which ones contribute to community life.

Observable: Identifies the tensions and conflicting values present in different points of view; explains the effects on others.

REVIEW



INTRODUCE THE PROGRAM

GRAB STUDENTS' ATTENTION WITH "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. While showing the video "*2340 Dancers*" from the Éduc'alcool online and TV campaign to promote moderate drinking, **ask students to find the answer to the following question (purposeful listening):**

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

AFTER WATCHING, ASK STUDENTS:

- What's the answer to the question above?
N.B.: Throughout the video, the dancers execute a series of numbers. The answer to the question is actually "0," no drinks at all for teens. Make sure everyone understands this.
- Why shouldn't teens and pre-teens drink alcohol?
(The answer should be linked to the fact that the brain and other organs have not finished growing yet.)
- If the answer is 0, how do you explain the fact that some young people drink alcohol?
(E.g.: to do what others are doing, to do what they want.)
- Is doing as you please the same thing as being autonomous?



Activity 1

How do people demonstrate autonomy and dependence?

- Ask the question to see what students already know.
- Introduce various definitions of autonomy and dependence and get students to identify the main characteristics of each (have them write these down in Table 1) (*Student Workbook*, p. 3).
- Go over Table 2 with students and have them do the following, individually or in groups (*Student Workbook*, p. 4):
 - Indicate whether the examples demonstrate autonomy or dependence, and explain their answers.
 - Use what they entered in Table 1 (*Student Workbook*, p. 3) in their explanations.
- Review answers with the whole class (see Appendix 1, p. 7).
- Read "***Drinking alcohol can create a dependency***" (*Student Workbook*, p. 4).

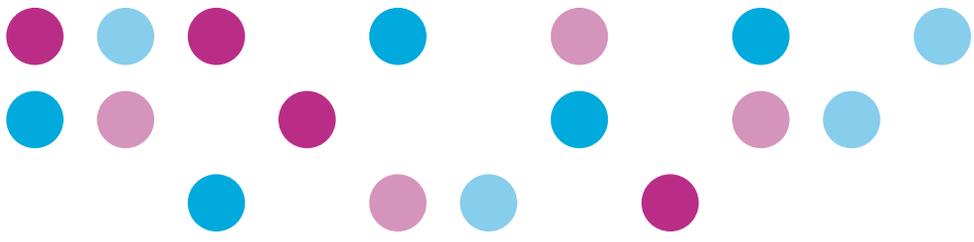


Activity 2

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

2.1 Case study (*Student Workbook*, p. 5-6)

- Make sure that students fully understand the concepts of "value" and "social norm," getting them to draw upon what they already know.
- Read the definitions of value and social norm.
- Explain the assignment (refer students to part 2.1, *Student Workbook*, p. 5-6):
 - For each of situations A, B and C, decide whether it is about dependence or autonomy.
 - Explain your answers using the characteristics listed in Table 1 (*Student Workbook*, p. 3).
 - Describe the tensions or conflicts of values in the situation.
 - For Situation D (*Student Workbook*, p. 6), created your own situation and explain the conflicts of values that result.



2.2 Groups and organizations that care about drinking

- Give students time to read the “*Did you know?*” section on the issues raised by drinking in our society (*Student Workbook*, p. 7).
- Ask them to name the different groups, associations and milieus concerned about the social, commercial and legal aspects of alcoholic beverages (knowledge activation).
- Give them time to complete the assignment in section 2.2 (*Student Workbook*, p.7).
- As a class, discuss some of the examples of groups affected by or concerned with drinking. For discussion support, see Appendix 2, p. 8-9.



Activity 3

The effects of awareness activities on individuals and groups

3.1 Case study

- Explain the assignment:
 - Have students read the instructions (*Student Workbook*, p. 8).
 - Analyze the effects and identify the values and norms that could explain people’s reactions.
 - Be present for students as they complete the assignment.
- As a class, have students make connections between a person’s autonomy and the impact of personal choices on one’s health and well-being (see Appendix 3, p. 10).

3.2 Write your own proposal

- Have students create their own third option, explaining the possible impact and naming a norm or value that could explain such reactions.

REVIEW

ASK STUDENTS TO:

- Say what they found most interesting about this learning and evaluation situation.
- Identify a social norm or a value they discovered.

appendix

A1

APPENDIX 1

ANSWER SUPPORT FOR THE TEACHER

Activity 1 How do people demonstrate autonomy and dependence?

TABLE 1: NOTE CHARACTERISTICS ELICITED DURING THE CLASS DISCUSSION.

DEFINITION	AUTONOMY	DEPENDENCE
CHOSEN CHARACTERISTICS	<p>The ability to make your own decisions without being dependent on or controlled by someone else.</p> <p><i>Larousse</i></p>	<p>The state of relying on or being controlled by someone or something else.</p> <p>Reliance on someone or something for financial support.</p> <p>Addiction to drink or drugs.</p> <p><i>Larousse</i></p>

TABLE 2: INDICATE WHETHER THE EXAMPLE ILLUSTRATES AUTONOMY OR DEPENDENCE. EXPLAIN YOUR ANSWER USING THE CHARACTERISTICS IDENTIFIED IN TABLE 1.

EXAMPLES	AUTONOMY	DEPENDENCE
<p>EXAMPLE 1: A visually impaired person manages to get around alone using a guide dog.</p>	<p>EXPLANATION: The person demonstrates autonomy because he/she can get around with the help of anyone else.</p>	<p>EXPLANATION:</p>
<p>EXAMPLE 2: A person can't stop himself from drinking alcohol every day.</p>	<p>EXPLANATION:</p>	<p>EXPLANATION: This person demonstrates dependence because he can't control his drinking.</p>
<p>EXAMPLE 3: Contemporary society can't function without oil.</p>	<p>EXPLANATION: Modern society demonstrates autonomy when it looks to greener choices (such as electric cars) in order to reduce its dependence on oil.</p>	<p>EXPLANATION: Modern society depends on oil because our economic activity and lifestyles are based on this fossil fuel.</p>

APPENDIX 2

ANSWER SUPPORT FOR THE TEACHER

Activity 2 Explain the tensions or conflicts of values in situations of autonomy and dependence

2.1 Case study

Describe the potential tensions related to each of the following situations. Specify the values and social norms underlying these tensions. Reminders:

- ◆ Characteristics and demonstrations of autonomy or dependence (exercises from Activity 1).
- ◆ What is a **value**?
- ◆ What is a **social norm**?

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: **Autonomy.**

Why? [See Characteristics table 1, Appendix 1.] **He is demonstrating autonomy because he is making a decision that respects his values and he is taking responsibility for the consequences of his actions.**

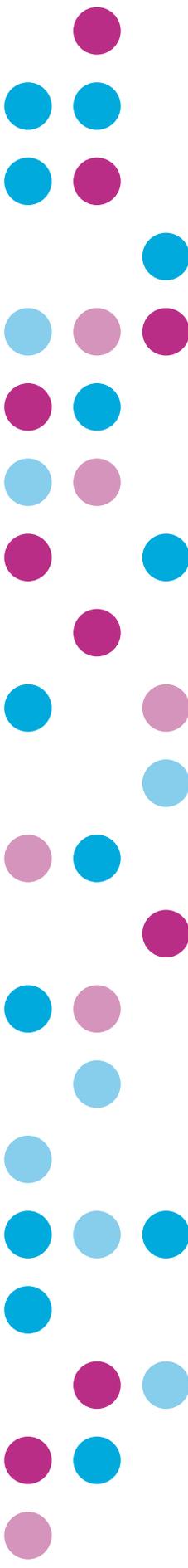
Describe the tensions: **Values such as friendship, trust, respect for one's private life, and freedom of expression may be in conflict here. He risks being treated as a prude. He could be shunned by his group of friends. Values:** **Respect for one's convictions, freedom to make one's own choices. Social norm:** **Code of conduct agreed to on social media.**

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 managed to stop 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: **Autonomy.**

Why? [See Characteristics table 1, Appendix 1.] **He is demonstrating autonomy because he is able to make a decision without being influenced by his friends.**

Describe the tensions: **He might be called a wimp, others might say he's afraid to try new things. He could be shunned by the group. Values:** **Love, empathy and compassion for his mother's struggle to beat her habit; freedom of choice. Social norm:** **Code of conduct he assumed in order not to develop a dependency.**



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: **Dependence.**

Why? (See Characteristics table 1, Appendix 1.) **She is demonstrating dependence because she is being influenced by the behaviour of her group of friends, and also because she can no longer control her drinking.**

Describe the tensions: **She probably thinks that, if she doesn't drink with the others, they will reject her and she will find herself alone, as she was before. She is probably also telling herself that she can stop drinking any time she wants to, and that most teenagers drink, anyway. Values: Friendship and solidarity. Social norm: Behaviour required to be part of this group.**

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

Dependence or autonomy: _____

Why? (See Characteristics table 1, Appendix 1) _____

Describe the tensions: _____

2.2 Groups and organizations that care about drinking

- 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: **Société des alcools du Québec (SAQ).**

Its activities: **Controls the price and sale of alcoholic beverages in Quebec. Promotes alcoholic beverages responsibly. Runs campaigns encouraging people to drink moderately.**

Values associated with these activities: **Economic performance (to fill government coffers); pleasure (to meet consumer needs); discipline (by adopting a code of conduct).**

Possible impact of these activities on society: **Lower crime rate; increased risk of abusive drinking and the social costs that entails.**

A3

APPENDIX 3

ANSWER SUPPORT FOR THE TEACHERS

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.

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.

For more about the effects of binge drinking, see *Drinking games can be deadly*.

One possible effect on the people involved: After the video is posted, they are harassed by other teens who ridicule them on social media.

Value:

Social norm: Code of conduct for certain groups of teens who consider this an initiation rite.

One possible effect on other people: A number of parents complain to the principal's office because they worry that the video has now publicized binge drinking and will contribute to encouraging the practice.

Value: Parental responsibility.

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: A number of girls at school accuse the filmmakers of sexism.

Value: Sexual equality.

Social norm:

One possible effect on other people: At some parties, the guys start drinking more than they used to, figuring that they have a physiological advantage.

Value:

Social norm: Traditional model of the tough guy who can take anything.