



# YOU be the JUDGE



## LES Ethics and Religious Culture

### STUDENT WORKBOOK SECONDARY 2

## Autonomy and Dependence: Staying in Control

### INTRODUCTION TO THE LEARNING AND EVALUATION SITUATION

This learning and evaluation situation will help you identify the factors that could lead to dependent behaviour and a loss of autonomy.

In the process, you'll have to **identify the situations** that can influence people to behave a certain way and send them down the road to bad influences and dependence.

Finally, working in groups, you'll produce a "Did you know?" type of document to help other students your age become more aware of issues related to self-esteem and the influence that a number of factors can have on people's behaviour, particularly with regard to drinking.




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

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

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

## GETTING STARTED

The older we get, the more autonomous (i.e. independent) we want to be. Becoming autonomous means having more power and control over different aspects of our lives, including the ability to make our own decisions.

- ◆ When you have a decision to make, what influences or informs your choices? What or whom do you use as a reference?

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- ◆ In what way do autonomy and dependence have an impact on the control you have over your own life?

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- ◆ How can friendship, love, social success, drinking, thrill-seeking, etc., lead to both autonomy and dependence?

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## Activity 1 Thinking about concepts related to influencing factors

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1 When is a person described as autonomous?

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6 Can peer pressure ever create tension in your relationships with others?

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2 What does it mean to be "losing your autonomy"?

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7 Why is it hard to resist peer pressure?

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3 What kind of situations or circumstances could cause a loss of autonomy?

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8 What is dependence?

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4 The "group effect" can cause certain people to behave in accordance with decisions made by the group. Give examples of the group effect.

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9 In your opinion, what kinds of behaviour can lead to dependence?

POSITIVE effect :

NEGATIVE effect :

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5 "Identification" is a psychological process in which a person assimilates, temporarily or permanently, a character trait of another person or group of people. Give an example of a situation in which you tend to want to identify with others.

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10 Can a person who becomes dependent on a substance or behaviour (alcohol, drugs, social media, online gaming, etc.) combat the problem alone, without any help? Give reasons for your answer.



## Activity 2 Influencing factors and sources of tension

1 After reading the comic strip "*Be a man!*" name two influencing factors and two sources of tension you noticed.



| INFLUENCING FACTORS                 | SOURCES OF TENSION                  |
|-------------------------------------|-------------------------------------|
| 1. _____<br>_____<br>_____          | 1. _____<br>_____<br>_____          |
| 2. _____<br>_____<br>_____<br>_____ | 2. _____<br>_____<br>_____<br>_____ |

2 Mark seems to have no problem resisting peer pressure at the party. Do you think it's always easy to resist the pressure others can put on you? Explain your opinion.

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3 How does the degree of intimacy between people affect the pressure they feel?

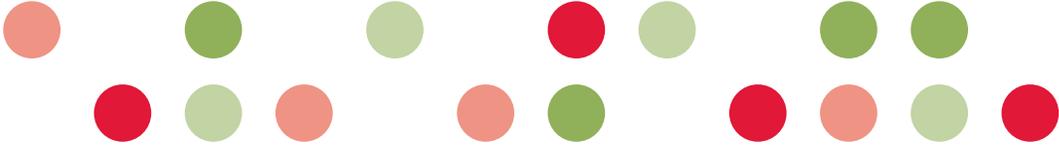
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## Activity 3 Planning a “Did you know?” awareness activity

### Assignment

#### What if you tried to influence the behaviour of people your age?

Working **in groups**, prepare an awareness document for students your age, covering the different kinds of influences that can lead to potentially problematic behaviour, in particular with regard to drinking.

#### Step 1: Brainstorming

- For activity 3.1: Think up 10 “TRUE or FALSE” statements that you may decide to use in your final “**Did you know?**” document in Step 3.

#### Step 2: Gather information to form your opinion

- For activity 3.2: Using your own words, note five things you retained from reading the two texts, and which you would like other students your age to know.

#### Step 3: Create the awareness document “Did you know?”

- For activity 3.3: Using information gathered through the previous activities, choose five interesting facts or concepts and arrange them in “Did you know?” format for your final document.

NAMES OF YOUR TEAM MEMBERS:

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|-------|
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| _____ |
| _____ |
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## 3.1 Brainstorming

Using the form below, write down 10 “true or false” statements on the following topics, which you could use to ask students in your school about influences. Be sure to use relevant information from Activity 1 (p. 3).

**Peer pressure**                      **Autonomy**  
**Dependence**                      **Self-respect**                      **Influence**  
**Personal consumer habits**  
**Self-esteem**                      **Sense of belonging**

**Example:** It's easier to play sports because most of my friends do.

|   |       |    |       |
|---|-------|----|-------|
| 1 | _____ | 6  | _____ |
|   | _____ |    | _____ |
|   | _____ |    | _____ |
| 2 | _____ | 7  | _____ |
|   | _____ |    | _____ |
|   | _____ |    | _____ |
| 3 | _____ | 8  | _____ |
|   | _____ |    | _____ |
|   | _____ |    | _____ |
| 4 | _____ | 9  | _____ |
|   | _____ |    | _____ |
|   | _____ |    | _____ |
| 5 | _____ | 10 | _____ |
|   | _____ |    | _____ |
|   | _____ |    | _____ |

## 3.2 Gather information to form your opinion

After reading the two texts on pages 8 to 10, write down (in your own words) five things you would like other students your age to know.

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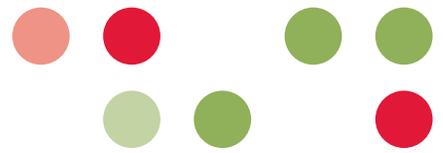
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# The effects of early alcohol use<sup>1</sup>

Adolescence is often defined by physical and biological changes, but there is more to it than that. Significant social changes also occur as people pass from childhood, i.e. requiring supervision, to adulthood, i.e. responsible for their own behaviour. Increasingly, researchers are coming to agree that individual characteristics and social demands, as opposed to simply age, are what define adolescence.

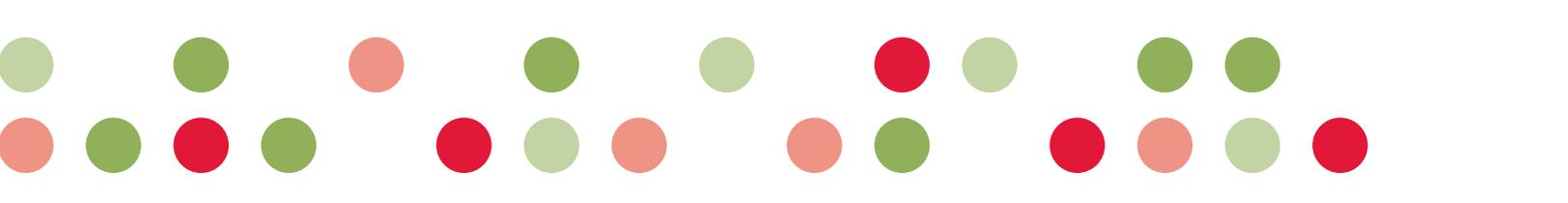
Given that periods of transition and upheaval are strongly associated with first experiences with drinking, it is important to question the impact of drinking on the body and brain, which are still developing during adolescence.

During the pre-teen and teenage years, the brain is “reconfigured” and the areas responsible for emotions undergo particular modification. The emotional intensity of adolescence, which some adults recall with nostalgia, is one phenomenon that can be explained by neurochemical developments in the brain. Last to mature is the frontal lobe, which is involved in planning, strategizing, organization, concentration and attention.

Adolescents may thus be defined as young people who feel everything intensely but have great difficulty thinking ahead and anticipating the consequences of their behaviour, particularly risky behaviour. It’s true that the adolescent brain has more neurons than the adult brain. This gives it enormous plasticity and young people sometimes have better memory functions and cognitive skills than adults. But many researchers decry the false perception that young people have adult decision-making skills. In fact, because their neural networks are not yet fully developed, adolescents have trouble with stable decision-making.

Some researchers even believe that adolescents who drink excessively do so largely because of their inability to anticipate the consequences of their actions.

<sup>1</sup> Éduc’alcool (2009). *The effects of early alcohol use : causes and consequences of excessive drinking in adolescence.*



# The facts about adolescent drinking<sup>2</sup>

## **Fact 1: Adolescents start drinking early**

In Quebec, you have to be 18 before you may legally purchase alcohol. But most young Quebecers take their first drink well before then.

A recent study of 481 Quebec students in grades 5 and 6 showed that 50% of boys and 35% of girls under the age of 12 had already tried alcohol; among this group, the first drink was usually around the age of nine. The most recent data, collected in 2006 among the 4,571 high school students (grades 7-11) who took part in the *Enquête québécoise sur le tabac, l'alcool, la drogue et le jeu chez les élèves du secondaire*, shows that the average age at which children had their first drink was 12.7 for girls and 12.4 for boys.

This is similar to the average age of 12.4 obtained by Statistics Canada in a 1998-99 study of 4,296 adolescents aged 12 to 15.

It should be noted that having a first drink with family, in an appropriate setting where everyone is drinking moderately, is not at all the same as doing so with peers, where risk-taking and excess are valued. The drink may be the same, but when it comes to drinking habits, the results will be completely different. In the first instance, adolescents learn that moderate alcohol consumption is something that enhances the pleasure of being together; in the second, they learn that the goal is to get drunk.

## **Fact 2: Adolescents are drinking less than they used to**

As for adolescent drinking habits, the results of a biennial Quebec study first done in 2000 are encouraging, although still worrisome.

The percentage of high school students who say they had a drink in the 12 months prior to the survey has dropped significantly in six years, but it remains high, falling from 71.3% to 60.4% between 2000 and 2006.

## **Fact 3: Most adolescents are occasional drinkers**

Among pre-teens who say they have tried alcohol, almost all of them (89%) are “explorers” who report having taken a few sips, or no more than one drink, a few times during the previous year. Among high school students who drink, most (62.2%) are occasional drinkers who drink less than once a month or say they have drunk alcohol about once a month in the 12 months preceding the survey. Note, however, that 30% of grade 10 students and 36.8% of those in grade 11 are regular drinkers who have alcohol at least twice a week.

<sup>2</sup> [educalcoool.qc.ca](http://educalcoool.qc.ca).

With teenagers, moderation is unfortunately not the rule. In fact, the opposite is true: when teens drink, they tend to drink a great deal, a phenomenon corroborated by a number of European and American studies. Among Quebec high school students who said they had drunk alcohol during the previous 12 months, 67.4% of boys and 64.6% of girls had five or more drinks on a single occasion. By comparison, 50% of adult drinkers in Quebec say they drink excessively at least once a year.

According to the Institut de la statistique du Québec, episodes of excessive drinking and repeated excessive drinking increase significantly among adolescents as they get older. "From 12 to 13, the prevalence of excessive drinking practically doubles, from 30% to 53%. From 13 to 15, it increases again, from 53% to 68%. After that, it continues to increase with each year, from 68% (age 15) to 78% (age 16) and then to 83% (age 17 and older). The same phenomenon is observed with regard to the prevalence of repeated excessive drinking (at least five episodes of excessive drinking in the last 12 months). From the age of 12 and under to age 15, the prevalence rises from 6% to 24%, then up to 36% and 42% among students 16 and 17 or older." In short, more than one young adolescent in 20 and at least one-third of teens 16 to 17 get drunk frequently.

#### **Fact 4: The more people mix alcohol with energy drinks, the more they drink**

While adolescents already have a tendency to drink excessively on a single occasion, the risk factor has been aggravated by energy drinks, which are extremely popular among young people. According to the Marin Institute in California, 31% of 12- to 17-year-olds drink energy drinks regularly.

Energy drinks contain taurine,<sup>3</sup> glucuronolactone<sup>4</sup> and about 80 mg of caffeine, or the equivalent of one cup of coffee. The drinks are sold and consumed for their stimulant effect, particularly at parties and raves.

Adolescents mix alcohol with energy drinks to stay awake longer and also to mask the unpleasant taste of alcohol. This can be expected to increase the number of alcoholic beverages consumed per occasion, as well as the speed at which alcohol is ingested.

One study corroborates this expectation and finds that, compared to those who do not mix the two, people who mix alcohol and energy drinks:

- drink more on each occasion (5.8 vs. 4.5 drinks)
- have a higher maximum per occasion (8.3 vs. 6.1 drinks)
- get drunk weekly twice as often (1.4 vs. 0.73 times)

<sup>3</sup> Taurine is an amino acid initially isolated in bull bile and now produced synthetically for energy drinks.

<sup>4</sup> Glucuronolactone is a chemical composite produced naturally in the liver through the metabolism of glucose.

### 3.3 Create the awareness document

#### “DID YOU KNOW?”

You are now ready to create your own awareness document. Based on the discussions and readings in this learning and evaluation situation, choose the five most relevant statements or myths (false beliefs) that you think will help students **become aware of the factors that will influence them to behave safely with regard to drinking.**

STATEMENTS OR MYTHS

FACTS OR ANSWERS

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## EVALUATION CHART - ETHICS

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><br/> <b>Reflects on ethical questions</b><br/>           Analyzes a situation from an ethical point of view.</p> | <ul style="list-style-type: none"> <li>- Produces sufficient quantity of relevant written notes indicating how thoughts are organized.</li> <li>- Makes relevant connections between what he/she knows and the subject.</li> </ul>   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>           | <input type="checkbox"/>   |
| <p><b>Activity 2</b><br/> <b>Reflects on ethical questions</b><br/>           Analyzes a situation from an ethical point of view.</p> | <ul style="list-style-type: none"> <li>- Gives examples of influencing factors and sources of tension.</li> <li>- Considers the effects of different options or actions on him/herself, others or the situation.</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>           | <input type="checkbox"/>   |
| <p><b>Activity 3</b><br/> <b>Engages in dialogue</b><br/>           Organizes thoughts.<br/>           Interacts with others</p>      | <ul style="list-style-type: none"> <li>- Expresses a point of view and pays attention to others' views.</li> <li>- Asks for clarification.</li> <li>- Uses his/her resources and seeks information on the topic being discussed to develop or question a point of view.</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>           | <input type="checkbox"/>   |