



YOU be the JUDGE

Éduc'alcool

LES Ethics and Religious Culture

TEACHER'S GUIDE SECONDARY 2

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: Staying in Control



SUMMARY OF THE LEARNING AND EVALUATION SITUATION

The purpose of this learning and evaluation situation is to make students aware that there are different ways to experience autonomy and dependence, and also to recognize the demands of each and the effects they have on individuals and groups.

Students will come to identify factors that could lead to dependent behaviour and a loss of autonomy. Along the way, they will **identify situations** that can influence some people to behave a certain way and send them down the road to bad influences and dependence.

Finally, working in groups, students will 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.

CONNECTION TO THE QUÉBEC EDUCATION PROGRAM

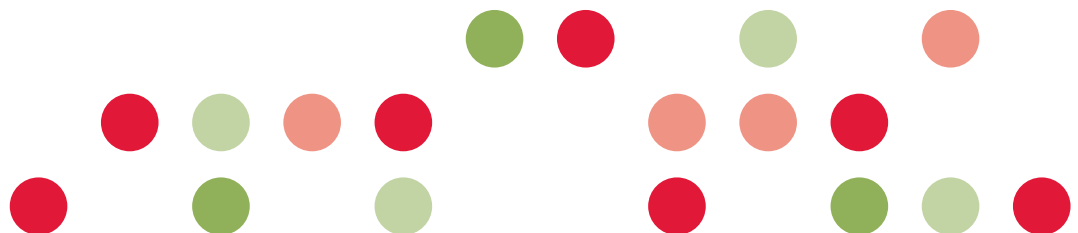
Broad Areas of Learning: Health and well-being.

Focuses of development: Awareness of the impact of choices on health and well-being.

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

Theme: Autonomy.

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activities

GETTING STARTED

Activity 1 Thinking about concepts related to influencing factors

Competency in ETHICS: Reflects on ethical questions.

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

Observable: Produces sufficient quantity of relevant written notes indicating how thoughts are organized; makes relevant connections between what he/she knows and the subject.

Activity 2 Influencing factors and sources of tension

Competency in ETHICS: Reflects on ethical questions.

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

Observable: Gives examples of influencing factors and sources of tension; considers the effects of different options or actions on him/herself, others or the situation.

Activity 3 Planning an awareness activity

3.1 Brainstorming

3.2 Gathering information to develop an opinion

3.3 The “Did you know?” awareness document

Competency in ETHICS: Engages in dialogue.

Evaluation criteria: Organizes thoughts. Interacts with others.

Observable: Expresses a point of view and pays attention to others’ views; asks for clarification; uses his/her resources and seeks information on the topic being discussed to develop or question a point of view.

REVIEW



INTRODUCE THE PROGRAM

GRAB STUDENTS' ATTENTION WITH "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.

USE THE FOLLOWING QUESTIONS AS A DISCUSSION GUIDE

- When you have a decision to make, what influences or informs your choices? What or whom do you use as a reference?
- In what way do autonomy and dependence have an impact on the control you have over your own life?
- How can friendship, love, social success, drinking, thrill-seeking, etc., lead to both autonomy and dependence?

Activity 1

Thinking about concepts related to influencing factors

- Continue the discussion begun in "Getting Started" by introducing cultural, social, personal and psychological factors that can influence behaviour:
 - **Cultural factors:** culture, the social environment and trends.
 - **Social factors:** family, roles and social status.
 - **Personal factors:** personality, purchasing power and lifestyle.
 - **Psychological factors:** motivation and beliefs.
- Introduce three factors that can also act as general influences:
 - **The group effect:** can cause certain people to behave in accordance with decisions made by the group (which influences autonomy).
 - **Identification:** occurs when a person assimilates, temporarily or permanently, a character trait of another person or group of people.
 - **Peer pressure:** occurs when people with whom we identify lead us (voluntarily or not) to do something or behave a certain way.
- Distribute the *Student Workbooks* and have students answer the questions in Activity 1 (*Student Workbook*, p. 3).
- When they have finished, review with the whole class so they can be sure they have the correct answers (see answer support in Appendix 1, p. 6).



Activity 2

Influencing factors and sources of tension

- Project the comic strip "**Be a man!**" (see PowerPoint document on Éduc'alcool website).
- Ask students to answer the questions (*Student Workbook*, p. 4):
 - For examples of sources of tension, see question 6 in Appendix 1, p. 6. It's important for students to understand that tensions arise when there is a conflict between the need to be autonomous and the pressures they are exposed to (peer pressure, parental authority, etc.).
- As a class, review the influencing factors and sources of tension students have observed.



Activity 3

Planning the awareness activity

- Read the assignment with students (*Student Workbook*, p. 5).
- Divide students into groups.

3.1 Brainstorming

- Students need a brainstorming session to help them come up with 10 "TRUE or FALSE" statements related to influence. Help them in this process. (*Student Workbook*, p. 6).

3.2 Gathering information to develop an opinion

- Give students time to read the two articles (*Student Workbook*, p. 8 to 10):
 - **The effects of early alcohol use**
 - **The facts about adolescent drinking**
- Ask students to come up with five facts they would like other students to know (*Student Workbook*, p. 7).

3.3 The "Did you know?" awareness document

- Ask students to prepare their "**Did you know?**" awareness document (*Student Workbook*, p. 11).
- Remind them that statements and facts must be written in their own words; no cutting and pasting!
- Check their work.
- Have each group present its document to the whole class.

Review

ASK STUDENTS:

- What was most helpful in this process?
- How did it allow you to act autonomously?
- Has anything changed in the way you view autonomy and dependence?

A1

APPENDIX 1

ANSWER SUPPORT FOR TEACHERS

Activity 1 Thinking about concepts related to influencing factors

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- 1** When is a person described as autonomous?
When that person can act on his or her own.
-
- 2** What does it mean to be “losing your autonomy”?
When a person is not always able to act on his or her own, or needs assistance with acts of daily living.
-
- 3** What kind of situations or circumstances could cause a loss of autonomy?
Aging, illness, injury, loss of vision, etc.
-
- 4** The “group effect” can cause certain people to behave in accordance with decisions made by the group. Give examples of the group effect.
Deciding to sign up for an outdoor activity at school because all your friends are signing up.
-
- 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.
- **Changing the way I dress.**
 - **Supporting a cause because someone I admire is involved.**
 - ...
-
- 6** Can peer pressure ever create tension in your relationships with others?
Yes, because certain situations can result in a conflict or create tensions between a person’s need to be autonomous and the pressure being exerted by the peer group.
-
- 7** Why is it hard to resist peer pressure?
**Because we want to be accepted/included by the group.
Because it takes a lot of self-confidence and the ability to assert yourself.**
-
- 8** What is dependence?
Being unable to control a behaviour or habit.
-
- 9** In your opinion, what kinds of behaviour can lead to dependence?
**Continuing a habit or behaviour, despite its negative effects on you.
E.g.: Alcohol, drugs, nicotine, compulsive gaming, excessive time online, etc.**
-
- 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.
**Yes – sometimes becoming aware of the harmful impact on your body or on your relationships with others can motivate you to change.
But some people need outside help to support their process and encourage them to behave in a healthier way.**

appendix

A2

APPENDIX 2

ANSWER SUPPORT FOR THE TEACHER

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

POSSIBLE ANSWERS:

- His parents
- His age (he is not yet of legal drinking age)
- The agreement he has with his parents
- Pressure from other kids

SOURCES OF TENSION

POSSIBLE ANSWERS:

- Convincing his parents to trust him
- Getting other kids to respect his decision not to drink
- Wanting to do what everyone else is doing so as not to be judged

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.

Student's opinion should show a link to the influences and sources of tension listed above.

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

The degree of intimacy can either decrease or increase the pressure felt:

- It can decrease it because a high level of trust can make it easier to assert yourself;
- It can increase it because it can be hard to imagine displeasing someone you spend a lot of time with.