



YOU be the JUDGE

Éduc'Alcool

LES Ethics and Religious Culture English Language Arts

TEACHER'S GUIDE SECONDARY 4

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.

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.





Making Decisions



SUMMARY OF THE LEARNING AND EVALUATION SITUATION

This learning and evaluation situation is designed to help students think clearly when faced with ethical dilemmas in decision-making, and to help them assess the positive and negative impacts of media campaigns.

Throughout this module, students will be asked to examine the concepts of ambivalence, consistency, duality, and conflicts of values. They will be asked to participate in a discussion called “*Share your opinion*” (competency in Ethics) and/or write an essay (competency in English) in which they are required to decide which approach Éduc’alcool should use to encourage responsible drinking behaviour among young people.

CONNECTION TO THE QUÉBEC EDUCATION PROGRAM

Broad Areas of Learning: Health and well-being. Media literacy.

Focuses of Development: Awareness of the impact of the student’s choices on his/her health and well-being. Understanding of media representations of reality.

Competency in Ethics: C1 (Reflects on ethical questions).
C3 (Engages in dialogue).

**Competency in English
Language Arts:** C1 (Uses language skills to communicate and learn).
C3 (Produces texts for personal and social purposes).

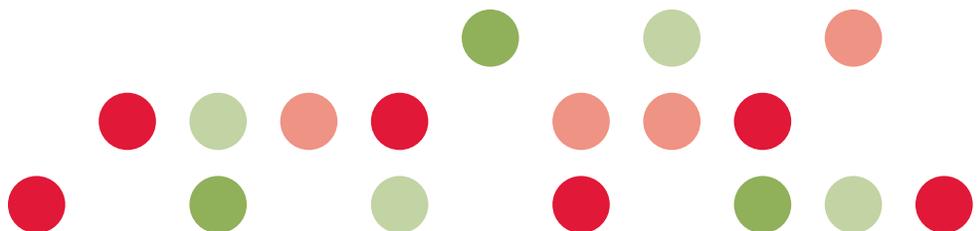
Theme: Human ambivalence.

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activities

GETTING STARTED

Activity 1 Learning about ambivalence in human beings

1.1 Key concepts

1.2 How ambivalence is demonstrated

1.3 A situation where you felt ambivalent

Competency in ETHICS: Reflects on ethical questions.

Evaluation criteria: Processes a situation from an ethical standpoint.

Observable elements: Makes relevant links between what he/she knows and the subject; describes situations that illustrate human ambivalence from an ethical point of view; studies the effects of these options or actions on him/herself, others or the situation.

Activity 2 Forming an opinion

2.1 Éduc'alcool's information and awareness tools

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

Evaluation criteria: Processes a situation from an ethical standpoint. Develops a well-founded point of view.

Observable elements: Describes a situation and puts it into context. Justifies different options or possible actions based on pertinent references.

2.2 Essay (English Language Arts) OR discussion prep (Ethics)

Competency in ENGLISH LANGUAGE ARTS: Produces texts for personal and social purposes.

Evaluation criteria: Writes a persuasive argument.

Observable: Process and strategies adapted for the essay; coherent writing; appropriate vocabulary, sentence structure and punctuation; correct spelling.

Competency in ETHICS: Engages in dialogue.

Evaluation criteria: Organizes thinking. Interacts with others.

Observable: Produces sufficient quantity of relevant written material showing how thinking is organized. Expresses a point of view and pays attention to others' views.

Activity 3 Discussion and arguments

Competency in ETHICS: Engages in dialogue.

Evaluation criteria: Develops a well-founded point of view.

Observable: Respects conditions conducive to dialogue; expresses a point of view developed using an adequate number of relevant, coherent elements.

REVIEW



INTRODUCE THE PROGRAM

GRAB STUDENTS' ATTENTION WITH "GETTING STARTED"

Every day, you have to make choices: what to wear to school, whether you will go to school today, what you will be when you grow up, what you're going to eat for lunch, whether you're going to your friend's party...and so on.

◆ In your opinion, why is it sometimes difficult to choose when you have more than one option?

POSSIBLE ANSWERS:

- You might worry about regretting your decision or not making the right choice.
- You might worry about being disappointed or disappointing others, etc.

IMAGINE YOURSELF IN THE FOLLOWING SITUATION:

You're at a party with your friends and it's time to go home. The friend who was supposed to drive you has had a few drinks. You're reluctant to get in the car because you don't think it's safe. Your other friends, however, don't seem worried. Also, it's later than you thought and you don't want to call your parents and wake them up. What do you do?

Personal answers.

Comic strip: *A Chat to Remember* (see PowerPoint document at www.educalcool.qc.ca).



After reading the comic strip, have the students answer the questions. You can discuss their answers with them afterwards.

◆ If you were Melissa, would you agree to meet Alvaro at his place without really knowing him? Why?

You might ask students if they have ever done such a thing or know someone who did. Discuss their views with them.

◆ Do you think Alvaro would have behaved the same way if he hadn't been drinking? Explain.

We want students to notice that drinking a lot changes a person's behaviour.

◆ Have you ever witnessed a situation where a person behaved very differently after drinking a lot? If yes, tell the story and explain the consequences for the person and those close to him or her.

You might ask students if they have ever witnessed situations in which people had drunk more than their limit, and have them discuss what happened as a result.

◆ If you were Melissa's mother, how would you react if you had to go get your daughter, who has taken refuge at Alvaro's neighbours, knowing that she lied to you about where she was going that evening?

The idea is to have students realize the possible consequences of their choices, put them in their parents' shoes so they can try to understand the parents' perspective, then get them to talk about lying and how serious it can be.

Activity 1

Learning about ambivalence in human beings

1.1 Key concepts

- Hand out the *Student Workbooks* and give everyone about five minutes to connect the concepts with their definitions (*Student Workbook*, p. 3).
- When they're done, review the answers with the whole class (see answer support in Appendix 1, p. 7).

1.2 How ambivalence is demonstrated

- Project the comic strip "***On the Other Side of the Bar***" (twice, if necessary). (See PowerPoint document at www.educalcool.qc.ca).
- Have students answer the questions about ambivalence on their own (*Student Workbook*, p. 4) (see answer support in Appendix 2, p. 8).

1.3 A situation where you felt ambivalent

- Have students (on their own) describe a choice they made and how that choice affected them or those around them. It is not necessary to review this together as a class afterwards. (*Student Workbook*, p. 5).



Activity 2

Forming an opinion

- Introduce the situation and assignment, depending on the subject (Ethics or English, or both) (*Student Workbook*, p. 6).

2.1 Éduc'alcool's information and awareness tools

- Tell students that various Éduc'alcool documents are available to help them prepare their essay (or argument).
- Specify that there will be two questions to ask for each document:
 - What did you retain as the message or important information?
 - How might this information affect your behaviour in the future?
- Point out that some documents contain information about **the risks** associated with drinking (*Student Workbook*, p. 7-8) while others are about **appropriate behaviour** (*Student Workbook*, p. 9-10).
- Have students read "***Alcohol and Energy Drinks: Don't Get Your Kicks from this Mix!***" (PDF on Éduc'alcool website) and answer the two questions.
- Have students watch the video "***Alcohol has been scientifically tested***" and allow them time to answer the two questions.
- Have students look at the three posters in the *Student Workbook* (p. 8) and answer the two questions (posters can also be projected on a screen).
- Have students read "***The facts about adolescent drinking***" (Appendix 1 in the *Student Workbook*, p. 12-13) and answer the two questions.

- Have students look at the poster “**Moderation is always in good taste**” (*Student Workbook*, p. 9) and answer the two questions.
- Have students read “**What to do when drinking games are played**” (Appendix 2 in the *Student Workbook*, p. 14) and answer the two questions.
- Ask students to read other documents that they find on their own, in order to complete their research. Have them make note of sources and the important messages they draw from their readings (*Student Workbook*, p.10).

2.2 Essay (English Language Arts) OR discussion prep (Ethics)

- Go over the evaluation chart with students:
 - **ETHICS:** see *Student Workbook*, p. 15.
 - **ENGLISH LANGUAGE ARTS:** see *Student Workbook*, p. 16-17.
- Allow students time to write their essays or prepare their arguments for discussion (*Student Workbook*, p. 11).
- Remind everyone of the question that each must answer:

Given that Éduc'alcool wants to help young people make smart choices about drinking, do you think their strategy should focus on the risks associated with drinking, or should it focus on informing young people about good habits to learn, or should they do both at the same time?



Activity 3

Discussion and arguments

- Divide students into groups of 3 or 4.
- Ask students to share their answers (opinions) within each group and come to an agreement on a position.
- Each group then chooses one person to present its position, along with a few supporting arguments.
- Each team presents its opinion to the whole class.

REVIEW

ASK STUDENTS THE FOLLOWING QUESTIONS:

- What they found easiest or most difficult about the module.
- How what they have learned will help them behave responsibly in all aspects of their lives.

appendix

A1

APPENDIX 1

ANSWER SUPPORT FOR TEACHERS

Activity 1.1 Key concepts associated with human ambivalence

1=C

2=A

3=D

4=B

CONCEPTS

DEFINITIONS

- | | |
|------------------------------------|---|
| <p>① Ambivalence</p> | <p>Ⓐ The quality or state of having two, often contradictory, parts to oneself.</p> |
| <p>② Duality</p> | <p>Ⓑ What is a conflict of values?
A situation where your values and principles are in conflict, making it difficult to make a decision.

What characterizes a conflict of values?
The person finds him or herself torn between different principles or values, between two things that entail different behaviours, ideas and/or feelings.</p> |
| <p>③ Coherence</p> | <p>Ⓒ</p> <ul style="list-style-type: none">• How we feel when we hesitate, when it's difficult to decide.• When something has two meanings, or can be interpreted in two different ways.• When there are several options and you have to choose. Various external factors might also influence your decision.• When you feel or think two contradictory things at the same time.• Occasionally contradictory values, norms or judgements.• Vacillating between two values or norms. Contradictory motivations, emotions or thoughts. |
| <p>④ Conflict of values</p> | <p>Ⓓ A logical connection between thought and action. Acting in accordance with your principles and values; with what you want, think or decide. A way of being that makes sense, i.e. walking your talk.</p> |

APPENDIX 2

ANSWER SUPPORT FOR TEACHERS

Activity 1.2 How ambivalence is demonstrated

Comic Strip : *On the Other Side of the Bar*



- 1 Describe a situation that creates ambivalence for Marie:
 - Receiving orders from her boss that go against the laws and values of our society.
 - Deciding whether to serve alcohol to minors.
 - Allowing a drunk customer to drive himself home.
 - Not having enough training or clear instructions to do the job.
- 2 What is in conflict in this ambivalent situation (values, norms, feelings, beliefs or convictions, reactions)?
 - Not being able to act in accordance with her values or beliefs.
 - Not being allowed to follow the law.
 - Not wanting to put herself in a position that could create problems with the boss.
 - Contradictory values: the safety of teenagers vs. business profits, the safety of the drunk man and the people on his route vs. business profits, etc.
- 3 Name one possible effect of this ambivalence on Marie:
 - She experiences an ethical dilemma.
 - She quits her job.
 - She feels responsible if she lets a drunk customer drive (he's committing a crime, he could hurt or kill himself or others on the road).
- 4 Name a possible effect on others:
 - Serving alcohol to minors could have an effect on the safety of young people.
 - The drunk driver could have a car accident and injure other people.