



YOU be the JUDGE



LES Ethics and Religious Culture
English Language Arts

STUDENT WORKBOOK
SECONDARY 4

Making Decisions

INTRODUCTION TO THE LEARNING AND EVALUATION SITUATION

In this learning and evaluation situation, you will be asked to contemplate the subject of ambivalence in human beings, considering such concepts as consistency, duality and conflicts of values. Through the activities, you will have an opportunity to think about and analyze different ambivalent situations that you and your friends might experience.

After reading and thinking about the topic, you will be asked to participate in a discussion (showing your competency in Ethics) or write an essay (showing your competency in English Language Arts). You will also be asked to form an opinion about the best approach or awareness strategy Éduc'alcool could use, in order to be as successful as possible in promoting responsible and acceptable drinking behaviour among young people.



Name: _____

Date: _____

Group: _____

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?

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?

Comic strip: ***A Chat to Remember***

Read the comic strip, then answer the following questions:



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

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

◆ 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.

◆ 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?

Activity 1 Learning about ambivalence in human beings

Activity 1.1 Key concepts with regard to ambivalence

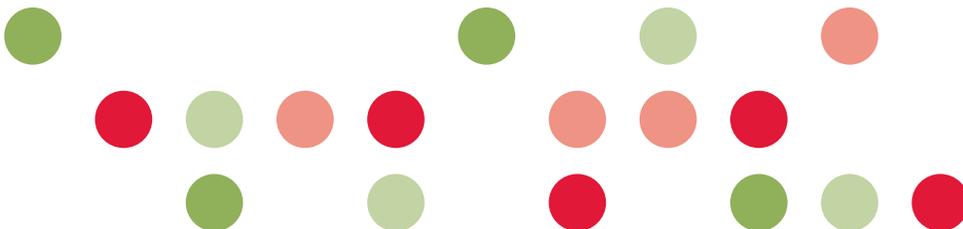
Choose the right definition for each concept.

1=	2=	3=	4=
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CONCEPTS

DEFINITIONS

- | | |
|------------------------------------|---|
| 1 Ambivalence | A The quality or state of having two, often contradictory, parts to oneself. A normal aspect of human nature. |
| 2 Duality | B A situation where one's values and principles are in conflict, making it difficult to make a decision. |
| 3 Consistency | C Hesitating when faced with several options. Feeling uncertain about how to choose, based on one's values, feelings and social norms, which may be in contradiction with one another. |
| 4 Conflict of values | D A logical connection between thought and action. Acting in accordance with one's principles and values. |



Activity 1.2 How ambivalence is demonstrated



COMIC STRIP: *On the Other Side of the Bar*

Ambivalence arises when at least two concepts, norm or values are in opposition. As you read the comic strip, note a situation that creates ambivalence for Marie, so you can answer the following questions:

1 Describe a situation that creates ambivalence for Marie:

2 What is in conflict in this ambivalent situation (values, norms, feelings, beliefs or convictions, reactions)?

3 Name one possible effect of this ambivalence on Marie:

4 Name a possible effect on others:

Activity 1.3 A situation where you felt ambivalent

Our decision process is influenced by those around us, such as our family, friends, other adults we know, other people our age, and also messages conveyed by the media.

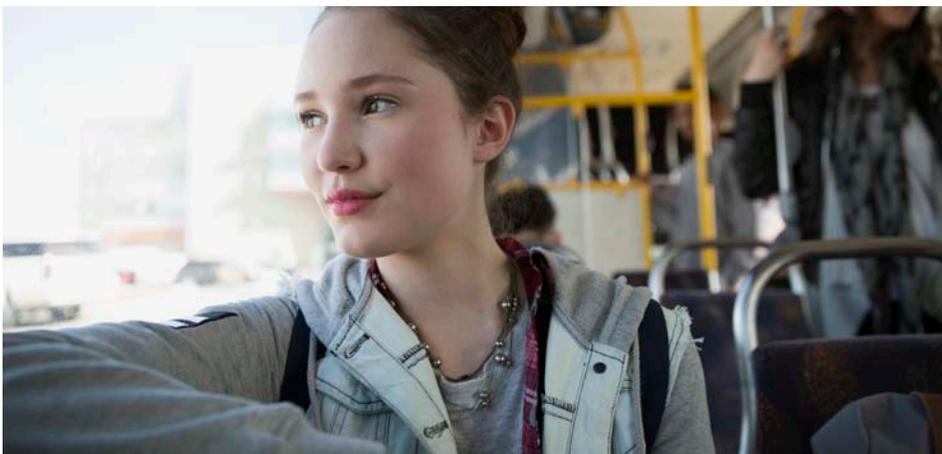
Identifying your own personal values and beliefs can help you with the sometimes difficult task of DECIDING between different options that present themselves. Acquiring reliable information is also a good idea.

But not all our choices have the same impact or consequences for us!

For example, choosing to eat an apple instead of an orange won't affect your life in any significant way, but your career choice could have major consequences, such as leading you to move away to pursue your education.

Describe a choice you made that had consequences for you:

Describe how that choice had consequences for or affected the people around you:





Activity 2 Forming an opinion

Assignment

Éduc'alcool is an independent, not-for-profit organization with a mission to help young people and adults make responsible, enlightened decisions about drinking. It develops prevention, education and information programs that employ different approaches and strategies to convey its messages.

One approach focuses on publicizing the **risks** associated with drinking and the other is designed to inform the public about **appropriate behaviour**.

In your opinion, which of these approaches do you think is better? Consider that:

- Alcohol can have a significant and harmful impact on the body and on behaviour;
- Even though young people should not drink alcohol, some of them start to drink when they are pre-teens and teens;
- Éduc'alcool wants to have as big an impact as possible on young people, so they can make the best choices for their health and development.

Step 1:

- Read the documents mentioned on pages 7-10 of this *Student Workbook* (reports, videos, posters, brochures).
- For each one, answer the two following questions (these will be form the notes on which you will base your argument):
 - What did you retain as the message or important information?
 - How might this information affect your behaviour in the future?

Be aware!



In preparing to defend your opinion or discuss it in a group, you will need data to support your position, as well as counter-arguments. After you have gathered information for both sides, decide which arguments seem most important to you and use them to develop your opinion.

Step 2:

- **For English Language Arts:** Write a persuasive essay (500 words, with introduction, body and conclusion). Choose a position and provide arguments to support it, using 3-6 examples from the media presented.
- **For Ethics:** Prepare an argument that you will use in a discussion group.
- For both subjects, use page 11 of this *Student Workbook*.

2.1 Becoming familiar with Éduc'alcool's information and awareness tools

Information on the **risks** associated with drinking.



Alcohol and Energy Drinks: Don't Get Your Kicks from this Mix!:

Read the brochure on the Éduc'alcool website and answer the following questions:

What did you retain as the message or important information?

How might this information affect your behaviour in the future?



La science a testé l'alcool (Alcohol has been scientifically tested):

Watch the video and answer the following questions:

What did you retain as the message or important information?

How might this information affect your behaviour in the future?

Drinking Games Can Be Deadly:

Look at the three posters and answer the following questions:



What message do you get from the posters?

How might they affect your behaviour in the future?

Information on **good habits** to learn.



The facts about adolescent drinking.

Read the article in Appendix 1 (pages 12 and 13) and answer the following questions:

What did you retain as the message or important information?

How might this information affect your behaviour in the future?

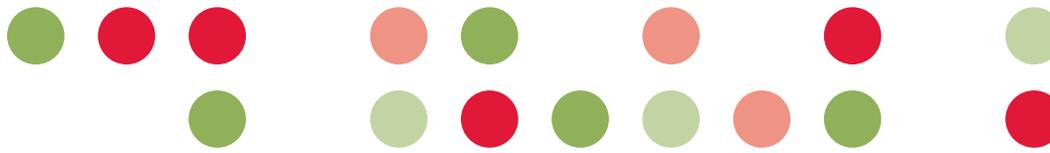


Moderation is always in good taste.

Read the poster and answer the following questions:

What message do you get from the poster?

How might this information affect your behaviour in the future?



What to do when drinking games are played

Read the article in Appendix 2 (page 14) and answer the following questions:



What did you retain as the message or important information?

How might this information affect your behaviour in the future?

List any other documents you have read and summarize the important messages:

APPENDIX 1

The facts about adolescent drinking¹

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.

¹ Taken from educalcool.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,² glucuronolactone³ 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).

²Taurine is an amino acid initially isolated in bull bile and now produced synthetically for energy drinks.

³Glucuronolactone is a chemical composite produced naturally in the liver through the metabolism of glucose.

APPENDIX 2

What to do when drinking games are played⁴

Let's say you hear about a drinking contest someone is planning. Maybe you get invited, in person or online, as either a contestant or a spectator. We know it's hard to say no. You don't want to look like a coward or a wimp or someone who isn't into "extreme" events or who's above others. This is when you remind yourself that binge drinkers are really a tiny minority. They make a lot of noise – but there aren't very many of them.

Whatever the type of drinking event, remember that binge drinkers need an audience. This is a group activity and the fewer people around, the less likely it is to happen.

Rule number one is never to stand alone against the binge drinkers.

- Most importantly, don't isolate yourself: get together with people who think like you do.
- You and your friends can then let the binge drinkers know that you're not interested in their stupid games and you have better things to do.
- Try to get them to give up on the idea. You can express your disapproval in different ways.
- Whatever you do, don't sit around and watch: that's exactly what the binge drinkers want you to do!

If you find yourself at a spontaneous drinking game

You're hanging out somewhere and suddenly you realize that drinking games are about to be played. Once again, don't stand alone.

- Get together with others who are against the activity and voice your disapproval.
- Let the organizers know that you'll all leave the party if they proceed with the drinking game. Don't be afraid to be assertive!

You may be surprised to see the kind of influence you have. But even if people start laughing and making fun of you, don't let them intimidate you. Express your disagreement; if they decide to go ahead, make good on your threat to leave – but don't sneak out quietly. Make sure people know you're leaving and why.

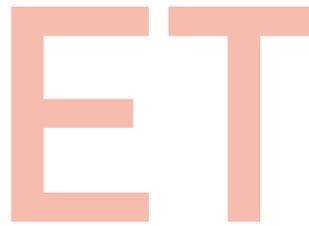
Finally, if something bad does happen, DO NOT feel guilty about it. You did what you could and if the others behaved irresponsibly, it is not your fault. Those who participated have to be accountable for their actions

If you are in a licensed establishment (a bar, tavern, brasserie, café, etc.), DO NOT confront a customer or a server, either alone or with a group of friends. Leave the premises, call the police (911) and let them know that a drinking contest is taking place.

⁴Taken from educalcool.qc.ca.

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>Activity 1.1 Reflects on ethical questions Processes a situation from an ethical standpoint</p> <p>Activity 1.2 Reflects on ethical questions Processes a situation from an ethical standpoint</p> <p>Activity 1.3 Reflects on ethical questions Processes a situation from an ethical standpoint</p>	<ul style="list-style-type: none"> - 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 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
<p>Activity 2.1 Reflects on ethical questions Processes a situation from an ethical standpoint.</p> <p>Engages in dialogue Develops a well-founded point of view.</p> <p>Activity 2.2 Engages in dialogue Organizes thinking. Interacts with others.</p>	<ul style="list-style-type: none"> - Describes a situation and puts it into context - Justifies different options or possible actions based on pertinent references - Produces sufficient quantity of relevant written material showing how thinking is organized - Expresses a point of view and pays attention to others' views 	<input type="checkbox"/> <input type="checkbox"/> 				
<p>Activity 3 Engages in dialogue Develops a well-founded point of view.</p>	<ul style="list-style-type: none"> - Respects conditions conducive to dialogue - Expresses a point of view developed using an adequate number of relevant, coherent elements. 	<input type="checkbox"/> 				

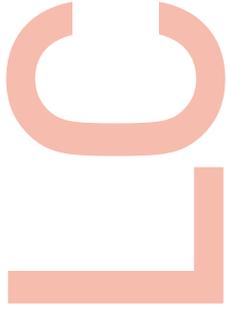
SCORING RUBRIC FOR A PRODUCTION TASK – ENGLISH LANGUAGE ARTS TO BE COMPLETED BY THE TEACHER

LEVEL 5 – ADVANCED LEVEL 4 – THOROUGH LEVEL 3 – ACCEPTABLE LEVEL 2 – PARTIAL LEVEL 1 – MINIMAL

	LEVEL 5 – ADVANCED	LEVEL 4 – THOROUGH	LEVEL 3 – ACCEPTABLE	LEVEL 2 – PARTIAL	LEVEL 1 – MINIMAL
Profile	The student demonstrates an extensive understanding of the task, its purpose and intended audience and exhibits significant control of the codes and conventions of the genre.	The student demonstrates a solid understanding of the task, its purpose and intended audience and exhibits strong control of the codes and conventions of the genre.	The student demonstrates a general understanding of the task, its purpose and intended audience and exhibits satisfactory control of the codes and conventions of the genre.	The student demonstrates a limited understanding of the task, its purpose and intended audience and exhibits a tenuous control of the codes and conventions of the genre.	The student demonstrates an inadequate understanding of the task, its purpose and intended audience and exhibits little or no control of the codes and conventions of the genre.
Organization and Ideas	The student produces a perceptive piece that is highly engaging and flows smoothly; the piece has insightful content with critical examination of the topic.	The student produces a piece that is focused and well-structured; the piece has clear content with well-developed ideas about the topic.	The student produces a piece that is suitable but formulaic; the piece has some relevant and/or general ideas about the topic.	The student retells events and/or restates ideas with little context to orient the audience; the content is vague and unfocused.	The student produces an incomplete piece with few or no ideas about the topic.
Purpose, Audience and Voice	The student's voice is compelling; discerning views and interpretations contribute to a memorable piece; the purpose and audience are skillfully addressed; the piece sustains the audience's interest throughout.	The student's voice is convincing; distinctive views and interpretations support the development of a credible piece; the purpose and audience are clearly addressed; the piece engages the audience's interest.	The student's voice is identifiable; views and interpretations support the development of the piece; the purpose and audience are evident; the writing holds the audience's interest inconsistently.	The student's voice is uncertain; the purpose and audience are suggested; the task is partially addressed; the piece holds the audience's attention sporadically.	The student's voice is indistinct or vague; the purpose, audience and task are not addressed; the needs of the audience are not addressed.
Codes and Conventions	The student critically selects elements to craft an authentic and credible piece that sustains the audience's interest; the student uses the techniques and devices of the genre in a deliberate and sophisticated manner to enhance the piece.	The student thoughtfully uses elements to structure a piece that engages the audience; the student uses techniques and devices of the genre in a thorough manner to develop the piece.	The student's use of elements to present a piece that interests the audience is evident but rudimentary; the student uses the techniques and devices inconsistently.	The student demonstrates ineffective control of the codes and conventions of the genre; the student inserts undeveloped and/or ineffective techniques or devices.	The student demonstrates little or no awareness of the codes and conventions of the genre.
Language Conventions	<input type="checkbox"/> 5+ 100% <input type="checkbox"/> 5 95% <input type="checkbox"/> 5- 90%	<input type="checkbox"/> 4+ 85% <input type="checkbox"/> 4 80% <input type="checkbox"/> 4- 75%	<input type="checkbox"/> 3+ 70% <input type="checkbox"/> 3 65% <input type="checkbox"/> 3- 60%	<input type="checkbox"/> 2+ 55% <input type="checkbox"/> 2 50%	<input type="checkbox"/> 1 35%

The guidelines for scoring a student's performance of the production task, with consideration for use of the written language conventions, are as follows:

- Consider the student's ability to apply the written language conventions; then determine in which of the five levels the student's performance best fits.
- If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3.
- This weighting should be applied **after** the piece has been scored.



SCORING RUBRIC FOR LANGUAGE CONVENTIONS

TO BE COMPLETED BY THE TEACHER

	LEVEL 5 – ADVANCED	LEVEL 4 – THOROUGH	LEVEL 3 – ACCEPTABLE	LEVEL 2 – PARTIAL	LEVEL 1 – MINIMAL
Grammar & Syntax	Demonstrates superior control of grammar and syntax throughout the text; uses correct verb tenses and subject/verb agreements; appropriately uses run-on sentences and/or fragments for effect or emphasis; makes consistent, accurate use of plurals, verb forms, possessives, contractions and pronouns.	Demonstrates consistent control of grammar and syntax; minor errors may occur in verb tenses and/or subject-verb agreements; avoids inappropriate use of run-on sentences and fragments; makes infrequent errors in use of plurals, verb forms, possessives, contractions and pronouns.	Demonstrates adequate control of grammar and syntax; occasional errors may occur with verb tenses, subject/verb agreements, run-on sentences or with fragments; some repetitive errors with plurals, verb forms, possessives, contractions and pronouns may occur.	Demonstrates tenuous control of grammar and syntax; errors with verb tenses, subject/verb agreement, and sentence structure are frequent and affect meaning; errors with plurals, verb forms, possessives, contractions and pronouns are frequent and varied.	Demonstrates erratic control of grammar and syntax; errors are extensive, including verb tenses, subject/verb agreements, run-on sentences or fragments.
Paragraphs	Indicates paragraphs consistently and accurately; internal structure is effective; transitional words or phrases enhance meaning; skillfully crafts varied sentences showing stylistic control.	Indicates paragraphs regularly throughout providing a well-developed text; internal structure includes transitional words or phrases that support meaning; sentence structures are varied to enhance the overall effect on the text.	Provides some indication of paragraphs with basic internal structure; occasional transitions assist in the progression of the text; sentence structures use repetitive patterns for the most part.	Uses paragraphs erratically and may include more than one main idea; internal structure is inconsistent and obscures the intended meaning; basic sentence structures are used throughout.	Indicates paragraphs rarely; progression of ideas is tentative and disorganized and obscures the meaning; uses simple sentence structures.
Spelling & Punctuation	Produces few and insignificant punctuation, spelling and/or capitalization errors; if any, meaning is enhanced throughout. Demonstrates accurate and consistent word choice, including homonyms; vocabulary contributes to the coherence of the text; the reader is guided smoothly through the text.	Produces noticeable but infrequent punctuation, spelling and/or capitalization errors; meaning is supported throughout.	Repeats similar punctuation, spelling and/or capitalization errors; meaning may be affected at times.	Produces frequent punctuation, spelling and/or capitalization errors of high frequency words and words with basic spelling patterns; meaning is affected and the reader is distracted.	Produces multiple and repetitive punctuation, spelling and/or capitalization errors; meaning is unclear.
Usage	Demonstrates accurate and consistent word choice, including homonyms; vocabulary contributes to the coherence of the text; the reader is guided smoothly through the text.	Demonstrates obvious control of word choice, including homonyms; vocabulary is effective and meaning is clearly expressed; the text is unified.	Demonstrates acceptable control of word choice, including homonyms, although errors occur occasionally; vocabulary is adequate and contributes to the meaning; the meaning of the text is clear.	Demonstrates consistent problems with word choice; vocabulary is often inappropriate and obscures the meaning.	Demonstrates serious and extensive problems with word choice; vocabulary problems are extensive and the meaning is lost.
Score	5+ 5 5-	4+ 4 4-	3+ 3 3-	2+ 2	1

• **Rule for Scoring Language Conventions**

If taken together, the written language conventions are scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3**.