



YOU be the JUDGE



LES Ethics and Religious Culture English Language Arts

TEACHER'S GUIDE SECONDARY 5

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.





Aligning your Actions with Social Values



4-5
PERIODS

75
MIN EACH

SUMMARY OF THE LEARNING AND EVALUATION SITUATION

This learning and evaluation situation covers two subjects at the same time: **Ethics and English Language Arts**

It encourages students to use their critical thinking with regard to the media and to be aware of the influence of media messages on their world view and their everyday environment.

Students will examine the subject of tolerance, considering the concepts of indifference, responsibility and freedom, as they relate to an event near and dear to their hearts: grad night, with the dinner-dance and after-party.

After watching the PowerPoint presentation, based on the Éduc'alcool video “**Trop chaud pour être hot**” (Too hammered to be hot), which takes place at the grad night after-party, students will discuss drinking, peer pressure and influence, their decision process and their values. They will also be asked to create an awareness campaign by coming up with what they believe is the best way to get teens to think about how they make decisions about drinking.

You might consider entering these campaigns in a school-wide contest and submitting them to Éduc'alcool. The best one could actually be produced by Éduc'alcool.

Publisher: Éduc'alcool

Concept and copy: Françoise Roy,
in collaboration with Karine Laliberté

Design: McKay + Couture

Photography: Edouard Plante-Fréchette
(Marie-Ève Lefebvre-Breton, p. 10)

ISBN: 978-2-924784-13-6

CONNECTION TO THE QUÉBEC EDUCATION PROGRAM

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

Focuses of development: Awareness of how the student's choices affect his/her own health and well-being and that of others. Understanding of how the media represent reality. To represent his/her literacy in different media. To construct his/her own view of the world through media. To follow a production process in order to communicate for specific purposes to a specified audience (teens).

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 (Demonstrates literacy in different media).

Theme: Tolerance (responsibility).

activities

GETTING STARTED

Activity 1 Tolerance and responsibility with regard to drinking

1.1 Key concepts associated with tolerance and responsibility

1.2 The after-party: How people influence each other as presented in PowerPoint
“Trop chaud pour être *hot*”/“Too hammered to be hot”

1.3 Your views and your experiences

1.4 Other ways to make young people aware of the effects of drinking

Competency in ETHICS: Reflects on ethical questions.

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

Observable: Using cases based on the theme of drinking, describes examples of tolerance.

Activity 2 Creating an awareness campaign

2.1 Preparing the campaign using documents from Éduc’alcool and other sources

2.2 Creating the awareness campaign

Competency in ETHICS: Reflects on ethical questions.

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

Observable: Explains potential tensions or conflicts with regard to values; identifies the purpose of the dialogue; provides relevant links between what he /she knows and the subject at hand; distinguishes between primary and secondary points in the opinions expressed; summarizes his/her thoughts.

Competency in ENGLISH LANGUAGE ARTS: Demonstrates literacy in different media.

Evaluation criteria: Extends repertoire of resources for producing text. Produces collaboratively a variety of media texts that entertain, inform, and promote to a wider audience. Demonstrates an awareness of preferred media strategies that are used when responding to and producing media texts.

Observable: Addresses the topic using credible and sufficient material; uses vocabulary appropriate to the medium chosen; seeks to have an impact and elicits the interest of the audience.

Activity 3 In-class presentation of the awareness campaigns

Competency in ETHICS: Engages in dialogue.

Evaluation criteria: Interacts with others.

Observable: Seeks to create conditions conducive to dialogue; expresses his/her point of view and pays attention to others’ views; explains his/her perspective using relevant, coherent arguments.

Competency in ENGLISH LANGUAGE ARTS: Uses language skills to communicate and learn.

Evaluation criteria: Interacts with peers and teacher. Post-production includes seeking feedback from peers and self-evaluation of text produced.

Observable: Linguistic (richness of vocabulary); discursive (coherence of information; appropriate visual aids); communicative (ability to elicit interest).

REVIEW



INTRODUCE THE PROGRAM

GRAB STUDENTS' ATTENTION WITH "GETTING STARTED"

Grad night: the dinner-dance and after-party

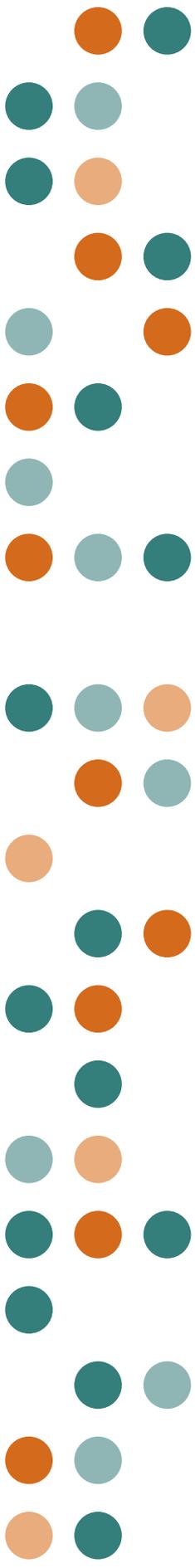
Grad night is an increasingly big deal in Quebec. Graduation is, indeed, a milestone event: high school is over and most students are heading to Cegep. For some teens, it's an almost **sacred** stop on the road towards adulthood. Most students see it as an exciting rite of passage, and they await it impatiently.

The grad event is organized by and for students, and is generally very structured, with formal invitations, elaborate evening wear, a planned program, etc.

The after-party leaves more to the imagination and is prone to excess. It is much less structured, too, and nobody knows exactly how many people will be there. You may not even know some of them. It can be a healthy and positive experience, but it also poses a number of risks.

- ◆ How do you imagine the dinner-dance?
- ◆ Have you already decided what to wear, who your date will be, what you'll do beforehand and how you'll get there?
- ◆ Is grad night very important to you? Explain.
- ◆ Have you been dreaming about this special night for a long time? Explain.
- ◆ What kind of expectations do you have for the after-party?
- ◆ Do you have any worries about the dinner-dance and after-party in particular?





Activity 1

Tolerance and responsibility with regard to drinking

1.1 Key concepts associated with tolerance and responsibility

- Hand out *Student Workbooks* and allow students about five minutes to **match the words with their definitions** (*Student Workbook*, p. 3).
- When everyone has finished, review answers with the whole class (see Appendix 1, p. 7).

1.2 The after-party: How people influence each other – “Trop chaud pour être hot” (Too hammered to be hot) (40 minutes)

- Show the PowerPoint with the images from the video “**Trop chaud pour être hot**” (Too hammered to be hot). You can also show the video, which is in French only, as a supplement to the PowerPoint presentation, to help students get a better idea of how the story unfolds.
- Have students answer the questions on their own (*Student Workbook*, p. 4).
- Discuss answers with the whole class (see Appendix 2, p. 8).

1.3 Your views and your experiences (30 minutes)

- Have students answer the questions on their own (*Student Workbook*, p. 5). There is no need to discuss the answers with the whole class, but if some students want to share their experiences, go ahead (see Appendix 3, p. 9).

1.4 Other ways to make young people aware of the effects of drinking (45 minutes)

- Have students read the article from *La Presse* by Patrick Lagacé, “**Drinking and driving in 12 paintings and one letter,**” which tells the story of Marie-Ève, who killed a cyclist after she had been drinking (*Student Workbook*, p. 7 to 9).
- Have students answer the questions on their own (*Student Workbook*, p. 6).
- Discuss answers with the whole class (see Appendix 4, p. 10).



Activity 2

Creating an awareness campaign

2.1 Preparing the campaign using documents from Éduc'alcool and other sources (75 minutes in class or at home)

- Explain the assignment (*Student Workbook*, p. 10, Steps 1, 2 and 3 correspond to Activities 2.1, 2.2 and 3).
- Divide students into groups of 3 or 4.
- Explain the evaluation criteria.
- Allow groups time to choose their two themes and to work on their messages (*Student Workbook*, p. 11).
- Check each group's work and select one theme for the group to pursue, ensuring that groups are working on different themes.
- Ask students to read various materials on the Éduc'alcool website and other sources to gather information on their chosen theme (research can be done in class or at home).
- Have students complete the awareness campaign process summary (*Student Workbook*, p. 11).

2.2 Creating the awareness campaign (75 minutes or more)

- Allow students time to prepare their materials.
- Provide support as they work.

Activity 3

In-class presentation of awareness campaigns

- Establish the order in which groups will present their campaigns.
- Review after each presentation (noting strong points and things that need improvement).
- Think in advance about the possibility of organizing a contest to choose the project that was most successful in making young people aware of responsible drinking behaviour.

In English Language Arts: See "**Scoring Rubric for oral presentations**" (Appendix 5, p. 11).



You might consider entering these campaigns in a school-wide contest and submitting them to Éduc'alcool. The best one could actually be produced by Éduc'alcool (a poster or video no more than 2 minutes long).

Send winning campaign to Éduc'alcool, 606 rue Cathcart, Montréal, QC H3B 1K9 or email to: info@educalcoool.qc.ca

REVIEW

ASK STUDENTS THE FOLLOWING QUESTIONS:

- What did you find most helpful in this assignment?
- Now that you have seen all the campaigns, how will it influence your behaviour on grad night?

appendix

A1

APPENDIX 1

ANSWER SUPPORT FOR TEACHERS

Activity 1.1 Key concepts associated with tolerance and responsibility

1=A

2=E

3=C

4=F

5=B

6=D

CONCEPT	DEFINITION
1 Responsibility	A The state of being able to make moral or rational decisions on one's own and therefore being answerable for one's behavior. Allows people a certain autonomy and freedom of action, in the hope of leading them to manage their lives more independently.
2 Autonomy	B The practice of excluding, oppressing or persecuting those who are different. A lack of benevolence.
3 Discrimination	C The practice of setting a person or group apart and treating them differently (usually worse) than someone else or the rest of society.
4 Tolerance	D A mental state devoid of pleasure, pain, love and hate. The state of having no feelings for or interest in anything.
5 Intolerance	E The ability to take care of the acts of daily living. The capacity to act independently and with judgement.
6 Indifference	F The practice or attitude of supporting or not forbidding that of which one might disapprove. Respect for others' freedom, opinions and attitudes.

APPENDIX 2

ANSWER SUPPORT FOR TEACHERS

Activity 1.2 The after-party: How people influence each other (PowerPoint or video “Trop chaud pour être *hot*” / “Too hammered to be hot”)

1 What in particular struck you as you watched the video?
Get students to describe what they think about Yan’s behaviour and that of his friends.

2 What do you think of the main characters? What are the main personality traits of:
 - Yan: **A party animal, a guy who drinks a lot and often, single, reluctant to face reality.**
 - Anissa: **A popular girl, serious.**
 - Charles-Antoine: **A studious, organized guy.**
 - Patrice: **A specialized educator with a drinking problem.**

3 What do you think about the attitude of the people who encouraged Yan to chug all that beer at the after-party?
Get students to realize that we are responsible for each other. If there’s a party at a private home and a guest becomes intoxicated and dies, the homeowners can be charged.

4 Do you think Yan’s friends should have intervened to stop him from drinking at the party?
Examine with students whether their attitudes tend to promote responsibility or complacency.

5 At the reunion, you can see that a number of the characters have evolved or made changes in their lives, while others have stayed the same. Describe the changes or lack thereof, for each one.
 - Yan: **He is the same as he was before.**
 - Anissa: **She and Charles-Antoine are a couple, she’s happy.**
 - Charles-Antoine: **He and Anissa are a couple, he’s happy.**
 - Patrice: **He has dealt with his drinking problem and is helping others do likewise.**

6 Do you think it was right for the footage of Yan being drunk at the after-party to be projected at the reunion? Explain, stating whether or not this was acceptable.

There may be a debate on this. Was it acceptable or not? If you were Yan, would you be comfortable with it? Is the footage in the public or private domain? Should they have asked Yan before they did it?

7 Imagine that they had actually awarded Yan a prize for the person who looked most like a jerk when drinking. Would you have agreed with the concept of this prize? Do you think it would have been going too far? Explain, using the concept of discrimination.

Encourage conversation about whether or not this should be considered discrimination, or even harassment.

8 Would Yan be justified in suing them for defamation and invasion of privacy? Explain.

You might point out that the courts are seeing a growing number of lawsuits claiming defamation and invasion of privacy.

9 What kind of consequences can result from excessive drinking at important events like the ones shown in the video?

You can make a fool of yourself and be made to feel uncomfortable afterwards. A person could become more aggressive; it might lead to fights or even unwanted sexual relations, etc.

APPENDIX 3

ANSWER SUPPORT FOR TEACHERS

Activity 1.3 Your views and your experiences

- 1 Do you think that teens who don't drink or who drink only a little can have fun? Why?

Stress the fact that not all teens drink. Ask them what else they do for entertainment and make a list of fun, interesting activities.
- 2 Have you ever witnessed a situation where someone drank way too much, like Yan? Explain what happened. Did it create tension? What kind?

Listen to the stories, if students care to share.

SAMPLE SITUATIONS: someone revealed a secret, someone did something they would not have done if they were sober, someone became uninhibited and said aloud everything they were thinking, etc.
- 3 If you were to witness a situation where someone was drinking too much, would you intervene to get the person to slow down, or would you let him or her continue? What might some of the possible consequences of both options be?

See if students really care about others and want to act in the common good. Teach them the difference between tolerance and complacency. Note the different possible consequences.
- 4 State two things to consider at parties where there could be drinking and explain how they might influence you. For example, there's the legal issue: the zero tolerance law for new drivers might influence you not to drink because you don't want to lose your licence.

POSSIBLE ANSWERS:

 - **Social issue: people who drink too much could say or do stupid things and create tension with friends.**
 - **Medical issue: someone who drinks abusively could end up in an ethylene coma.**
 - **Religious issue: people may not drink, even on special occasions, because their religion forbids it.**
 - **Financial issue: drinking in a bar is expensive and could put someone in debt.**

APPENDIX 4

ANSWER SUPPORT FOR TEACHERS

Activity 1.4 Other ways to make young people aware of the effects of drinking



Marie-Ève Lefebvre-Breton

Read the article “*Drinking and driving in 12 paintings and one letter,*” by Patrick Lagacé (pages 7-9), which tells the story of Marie-Ève, who killed a man named Cédric after she had been drinking. When you have finished reading, answer the following questions.

- 1 If you were Marie-Ève, would you have agreed to meet with the journalist? Why?
Wanting one’s story to make people think carefully about what they do.
- 2 Were you touched by this article? Do you think that publicizing it is a good way to make young people aware about issues related to drinking?
Personal answers.
- 3 What impact did the event have on Cédric’s mother and family members?
 - **His mother thinks about him every day.**
 - **She keeps Marie-Ève’s letter with her always; it helps her forgive.**
 - **His father is not doing well and often wants to go visit the site of the accident.**
 - **His son, Anthony, has not been doing well since the accident.**
- 4 What kind of prison time do you think Marie-Ève deserved? What do you think of that fact that she was released after three months? Should we show tolerance towards drunk drivers who admit they were wrong? Justify your answer.
 - **Are we too severe in Quebec, or not severe enough?**
 - **How is it in other countries?**
 - **Do you believe in giving someone a second chance?**
 - **Does anyone deserve to be forgiven?**
 - **Can people change?**

*Discussion could focus on attitudes that promote harmony in a society.

A5

5 = Advanced 4 = Thorough 3 = Adequate 2 = Partial 1 = Minimal

APPENDIX 5 SCORING RUBRIC FOR ORAL PRESENTATIONS

(FOR TEACHERS ONLY)

Student names

	Speaks with confidence	Uses voice appropriately & effectively	Conveys meaning & mood through voice	Contributes to discussion, receives information, and modifies perceptions	Respects contribution of others	Participates verbally and non-verbally	Respects parameters of assignment
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							