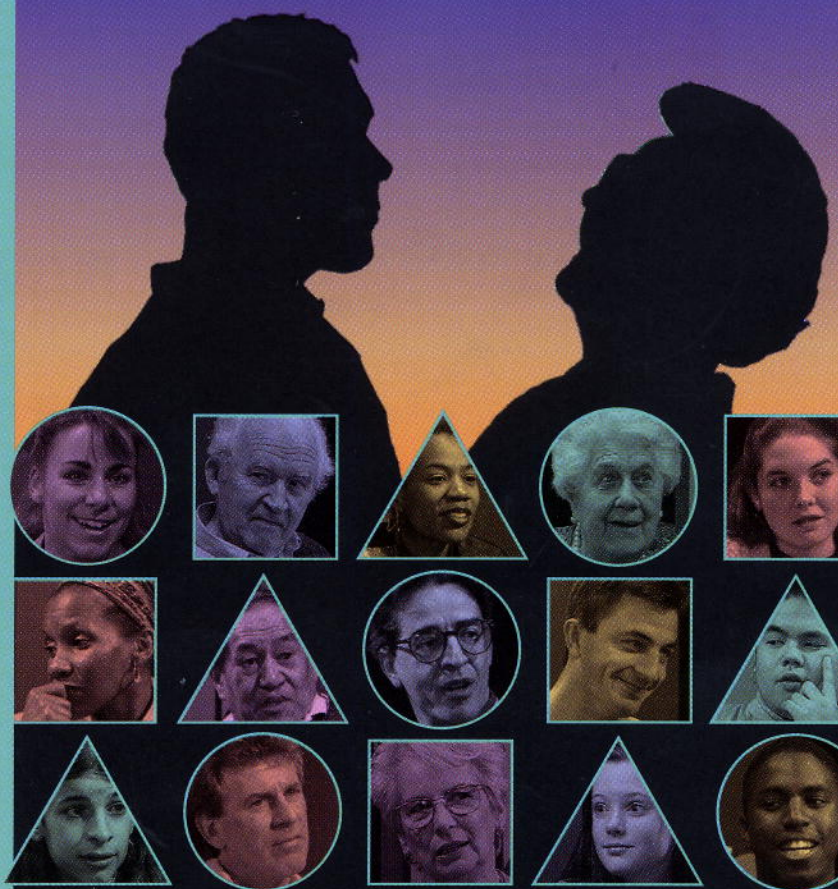


A NATIONAL FILM BOARD OF CANADA RELEASE



# Multiple Choices

Volume

# 2

# Multiple Choices

Spanning the generations...  
a lively exchange of ideas

Volume 2

- WHO, WHAT, WHERE, WHEN?
- PICTURE PERFECT
- FOREVER AFTER?



VHS

9195 094



ISSUE Sex

## KEY CONCEPTS

The emotional and physical components of sex  
Communication  
Sexual behaviour  
Intergenerational perspectives on sex

## QUOTES TO USE AS DISCUSSION STARTERS

- "Sex should be from the neck up as well as from the neck down."
- "You need that friendship and you need the sexual rapport. They have to go hand-in-hand."

## PRE-VIEWING ACTIVITY

■ Erin, aged 16, points out that sexually active boys are considered cool while sexually active girls are called "sluts." While this is far from fair, she says that this is reality. Discuss why and how this attitude has developed.

## POST-VIEWING ACTIVITIES

- 1 People in the video describe sexual behaviour as: a form of communication; a recreational activity; a procreational necessity; an emotional experience; and a basic physical act. Have the viewers discuss the validity of these descriptors for sex.
- 2 Role-play the following scenarios:
  - Your 15-year-old daughter has just told you that she is sexually active and she will be spending the night at her boyfriend's house.
  - You are 36 years old and your divorced mother, who is 60 years old, has just told you that she is enjoying a wonderful sexual relationship with a younger man.
  - Your 27-year-old son telephones and asks if he can bring his boyfriend over for Sunday dinner. This is your first confirmation that your son is homosexual.



**PULL OUT  
FOR MORE  
INFORMATION**

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**38 minutes 23 seconds**  
**Order number: 9195 094**



## PICTURE PERFECT (starts at 14:24)

ISSUE The institution of marriage

### KEY CONCEPTS

- Marital responsibilities
- Role models
- Changing role of women
- Homosexuality
- Expectations of marriage

### QUOTES TO USE AS DISCUSSION STARTERS

- "I don't believe in marriage. All good things must come to an end."
- "I want the perfect marriage, but I won't get it. It's too perfect."

### PRE-VIEWING ACTIVITY

■ Present the following phrases to the group:

- happily ever after;
- till death do us part;
- you're my wife;
- ...for better or for worse, in sickness and in health, for richer, for poorer...

Ask the group what events and who they associate with these phrases. Why do they make these associations and what do they mean?

### POST-VIEWING ACTIVITIES

**1** Ask the participants to think of someone's marriage that they would describe as being successful. Have each person give one reason why they classify the marriage as successful and list these for everyone to see. Look at the list and try to group the reasons into categories. Do these categories seem to suggest criteria for a successful marriage?

**2** Television talk shows feature people discussing intimate details of their marriage in front of a studio audience and millions of home viewers. While these programs may be aimed at an adult audience, because they are often broadcast during the afternoon, they are also watched by children and teenagers. Have the group debate the influence of these images and words on their own and the next generation's view of marriage.

**3** Ask participants what their own expectations are for marriage. Do they expect to marry, if so, when and how? Do they want to get married, or do they already feel pressured to marry in the future? How many times do they expect to get married?



## FOREVER AFTER? (starts at 24:36)

ISSUES Divorce  
Marriage

### KEY CONCEPTS

Separation  
Children in a divorce  
Freedom and marriage

### QUOTES TO USE AS DISCUSSION STARTERS

- "Maybe people get married for the wrong reasons, but I don't know if they get divorced for the wrong reasons."
- "I always thought my parents were going to stay together forever... when my parents divorced my world caved in on me."

### PRE-VIEWING ACTIVITY

■ Have the viewers brainstorm and list reasons why and when a couple should seek a divorce. Do the same thing listing reasons why a couple should stay together.

### POST-VIEWING ACTIVITIES

1 Ask the participants to write endings to the following sentences. This can be done anonymously. Read out selected responses and have the group discuss the answers.

- Divorce is hard on the kids because...
- Divorce was like freedom for me because...
- I love you because...
- We stayed married for forty-two years because...

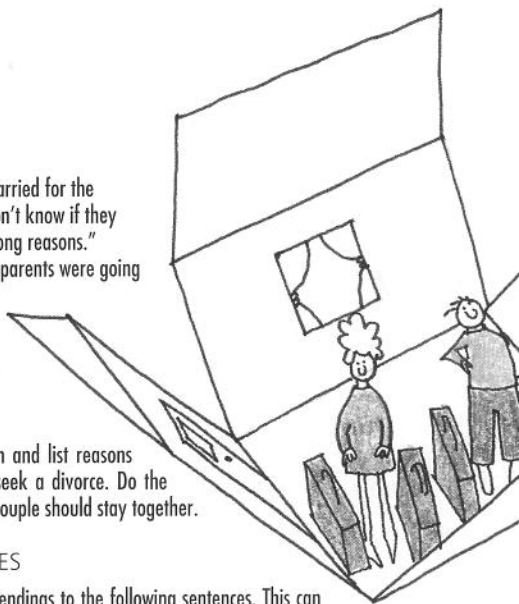
2 Invite a lawyer to address the group on such topics as: civil laws pertaining to marriage and divorce; child custody laws, practices and procedures in the event of divorce, death or remarriage of a parent; grandparents' rights in the event of a divorce; marriage contracts; alimony, child support payments, and common-law marriages.

### DISCUSSION LEADER



Cheryl Kies is a counsellor at John Abbott College in Montreal. She has worked as a community organizer and teacher with kids of all ages and their families, in a variety of multi-ethnic, urban settings. Her career, which began in a Chicago ghetto social service center, has also included working with Italian and Hispanic gangs in Brooklyn, the homeless in Paris, addicted teenagers in rural Quebec, and CEGEP students and staff from Montreal's West Island. Cheryl has also acted as the discussion leader in the National Film Board's video series, *Listen to Us*.

In all of these settings, Cheryl's warm approach combined with her keen perception has allowed her to make great strides in dealing with many different families.



**USER  
GUIDE**

## NOTES TO TEACHERS AND DISCUSSION GROUP LEADERS

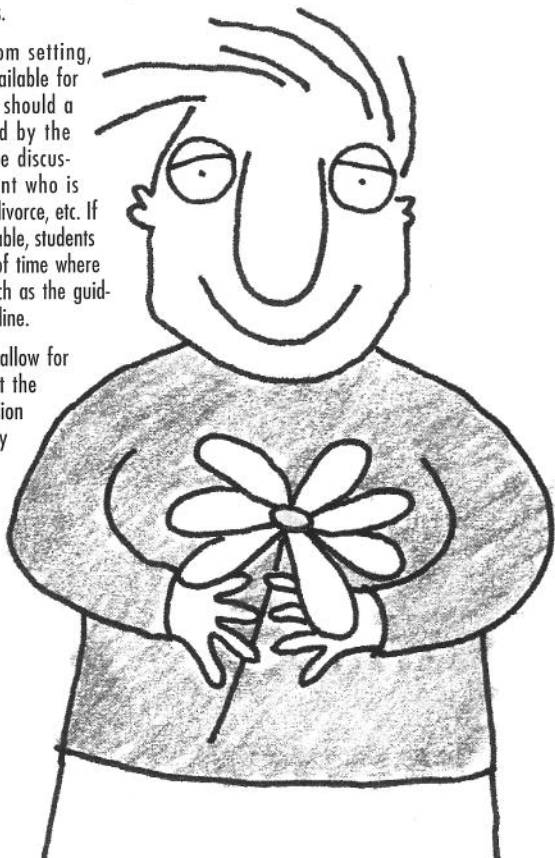
**Multiple Choices** sets a standard for a positive discussion process. It is hoped that your viewers will emulate the participants in the on-screen discussions.

This series deals with some very personal and sometimes difficult issues — marriage, family, divorce, sex, religion, love, parenting, and values. We suggest that each person who participates in the post-viewing group discussions and activities should agree to the following ground rules, so that everyone feels safe to say what he or she truly thinks and feels.

- 1 Confidentiality: Everyone must agree to treat what is said with respect and to avoid gossip.
- 2 Respect for ideas: No attacks. No blame. Everyone should agree that this is a forum in which it is all right to take a chance and say what he or she really thinks.

If used in a classroom setting, teachers should be available for post-viewing support should a student be distressed by the nature of some of the discussions, i.e. any student who is experiencing a family divorce, etc. If the teacher is not available, students should be told ahead of time where they can find help, such as the guidance office or local hot line.

Group leaders should allow for decompression time at the end of each class/session in order to relieve any anxiety or discomfort and to provide closure for the participants.



# Multiple Choices

What does 82-year-old Doris have to say about love, sex and marriage to 17-year-old Russell? For that matter,

can Ruby, who has chosen not to have children, understand Anita, who at 21 already had two kids? And does Tasli, a Muslim teenager who looks forward to meeting the man she will marry at 18, have anything in common with Erika, a lesbian in her late thirties who is trying to have a baby through artificial insemination?

**MULTIPLE CHOICES** opens the lines of communication between the sexes, across the generations, and from culture to culture. From blushing shyness to forceful candour, the 30 participants, spanning three generations and a myriad of backgrounds, debate their opinions regarding love, marriage, divorce, relationships, sex, community, family, parenting, religion, and values — all the hot issues of the nineties.

Despite the controversial terrain, the participants display humour, tolerance, and a willingness to listen and learn. At a time when Canadian families and values are the focus of political debate and social upheaval, **MULTIPLE CHOICES** offers a lively and provocative forum for understanding and the exchange of ideas.

Packaged on five videocassettes, containing two or three segments each, **MULTIPLE CHOICES** is ideal for classroom, group or home discussion.

*Note: The volumes in this series may be used in any order. The volume numbers assigned are for reference only.*

## WHO, WHAT, WHERE, WHEN? (13:22)

There was a time when the last thing anyone would talk about or admit to having was sex. Not so here. Teens, Generation Xers, and 82-year-old Doris talk candidly about their experiences and their attitudes towards sex.

## PICTURE PERFECT (10:10)

The picket fence, the cosy cottage, the station wagon — the perfect marriage. Does it still exist? Did it ever exist? Some long for the fairy tale and want to make it work — others, disillusioned by the prevalence of divorce and serial marriages, have given up. Can we look at marriage today as a meaningful institution?

## FOREVER AFTER? (12:46)

Once a scandal, divorce is now commonplace. For Lily, who left her husband when she was 62, it was freedom. For Charles, father of three, there might have been a better solution. In Ghana, a legal divorce is the exception; a couple is obliged to seek the help and mediation of their parents. The participants discuss the pros and cons of divorce, while the teenagers describe its impact on their lives.

Director: Alison Burns  
Producer: Sally Bochner

38 minutes 23 seconds

Order number: 9195 094 (Volume 2)

Series order number: 193C 9195 098 (5-volume set)

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