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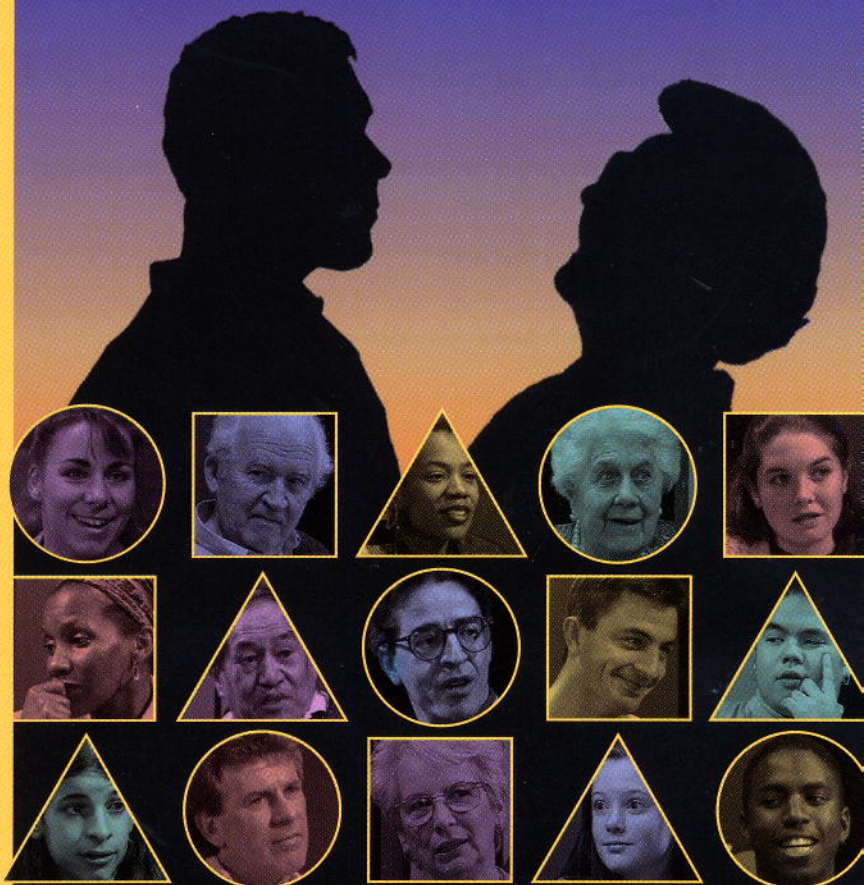
Multiple Choices

Volume
3



VHS

9195 095



Multiple Choices

Spanning the generations...
a lively exchange of ideas

Volume **3**

- **THE AGONY AND THE ECSTASY**
- **WHO'S WHO?**
- **COMMUNITY**



THE AGONY AND THE ECSTASY

ISSUE Parenting

KEY CONCEPTS

- Parent-child bonds
- Same-sex parents
- Single parenting by choice
- Teenage parenting

QUOTES TO USE AS DISCUSSION STARTERS

- "I was shocked at the totality of parenthood."
- "Our daughters are our best friends."

PRE-VIEWING ACTIVITY

- Have the group create two lists: reasons why a couple should have children and why a couple should not have children.

POST-VIEWING ACTIVITIES

1 Role-play the following scenarios:

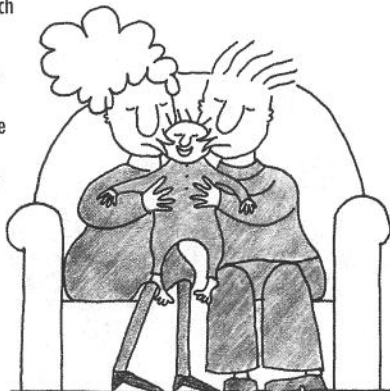
- You and your husband have been married for ten years. During that time your parents have been hinting and then incessantly demanding to know when they can expect to become grandparents. You have invited them over for dinner, during which you and your husband will explain that as a couple you have chosen not to have children, ever.
- Your maternity leave from your job will be over soon and it is time to choose a day care situation for your 6-month-old infant. Mrs. Smith of the Children First Day Care Center has finished giving you an informative tour of the center. Now, seated in her office, you have an opportunity to ask questions about the center, its policies and practices. Ask the appropriate questions in order to determine if this is the right day care center for you and your child.

2 The local school board wants to offer a new course on parenting that will be compulsory for senior secondary students. The grading will be pass/fail rather than have a numerical grade at the end of the academic year. Design the course by deciding what topics will be covered, how the topics will be presented to the students, who will teach the course, and how the students will be evaluated.

3 Television programs that feature parent-child relationships have always been popular with the viewing public. Examine the television schedule to determine when these family situation programs are broadcast. Create a table which correlates the following information:

- What is the social configuration of the featured family?
- What role does each person play in the functioning of the family?
- What is the main source of humour or conflict in the plot lines?

Determine whether these families represent real life.



**PULL OUT
FOR MORE
INFORMATION**

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Don Haig

32 minutes 18 seconds
Order number: 9195 095



WHO'S WHO? (starts at 12:29)

ISSUE Definition of the roles of mother and father

KEY CONCEPTS

- Gender roles in parenting
- Changing roles of fathers
- Roles and responsibilities of mothers and fathers

QUOTES TO USE AS DISCUSSION STARTERS

- "It was a bad blow when we had to go back to being wives and mothers."
- "We can't be restricted by gender roles."

PRE-VIEWING ACTIVITY

■ Look at the comics page of your daily newspaper and pick out those comic strips that feature families. Classify and quantify the gender roles presented in these strips, i.e. mother as nurturer, father as provider of economic status. What is the prevailing role of the male and female characters in these cartoonists' portrayals of family life?



POST-VIEWING ACTIVITIES

1 Interview men and women who were mothers or fathers of pre-school children in each decade from the 50s to the 90s. Ask the interviewees to define their role as a mother or father, and to give a few examples as to how they fulfilled that role. Compare and contrast the answers to determine if there were changes across the decades in the definition of the role of mother or father.

2 Role-play the following scenarios:

- You and your wife have decided that she will return to the working world and you, the father, will stay at home to care for your two pre-school children. Your mother, who was a stay-at-home mother in the 1960s, has come to give you some survival tips and words of advice.
- You have been a full-time stay-at-home mother for the past twenty-two years. The children have moved out and you have decided to get a job outside of the home. Your husband is very supportive of this and in fact taught you how to use a computer. Your father is horrified at the prospect of you returning to the work force. He is convinced that your place is in the home. Your father has come to try to convince your husband to forbid you to go to a job interview tomorrow.



COMMUNITY (starts at 20:21)

ISSUE Support networks — macro and micro

KEY CONCEPTS

Community members

Community services

Perceived stigma associated with asking for help

QUOTES TO USE AS DISCUSSION STARTERS

- "It seems a shame not to be able to ask for help."
- "I think of the time...when there was a really strong sense of neighbourhood and community."

PRE-VIEWING ACTIVITY

- Ask the group to define "community." Does it have a physical place as well as specific human members? What and who constitutes a "community?"

POST-VIEWING ACTIVITIES

1 Canadian Residential Schools for Aboriginal children and the placement of the Duplessis Orphans in Quebec were deliberate attempts on the part of the government of the day to impose "community standards" on a segment of the population. Research which "community" set the standards of the day, what these "community standards" were, and how the imposition of these "community standards" became the official policy of the government of the day.

2 Invite a social worker to address the following topics:

- community services for unemployed single parents;
- community support services for the elderly;
- governmental laws concerning who may and how to apply for welfare and other social assistance programs;
- community services for families in crisis;
- how to become a foster parent.

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

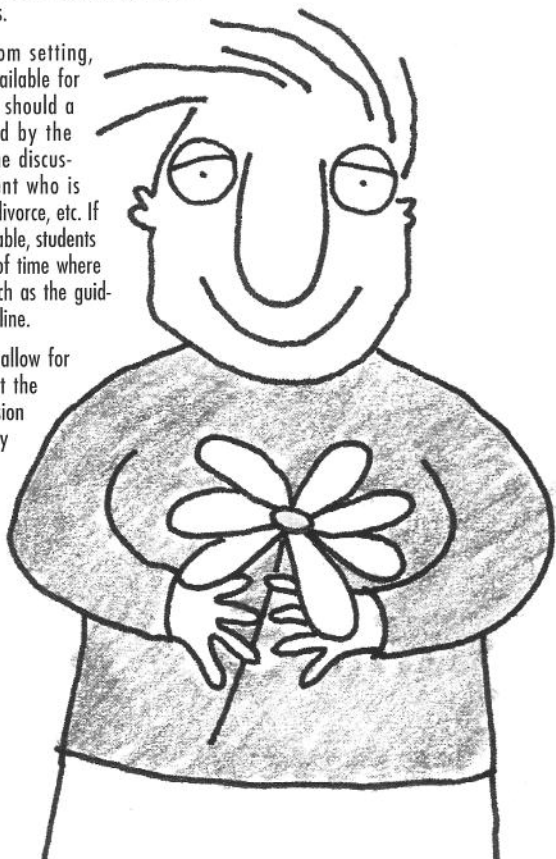
Multiple Choices sets a standard for a positive discussion process. It is hoped that your viewers will emulate the participants in the on-screen discussions.

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.



THE AGONY AND THE ECSTASY (11:28)

"I was absolutely shocked at the totality of parenthood," reveals Sara. Sara is not alone. Parents talk about the daunting task of raising children in the face of single parenthood, sharing children between two homes, juggling busy careers, changing gender roles, same-sex parents, teen parents... not to mention finding time to spend with the kids. The teenagers talk to the parents in the group about their hopes and expectations when they become parents.



WHO'S WHO? (7:48)

Who's going to take out the garbage? And who's going to change the baby's diaper, now that both mother and father are working in and out of the home?



COMMUNITY (10:39)

Erika has created a new kind of family with friends. In the absence of the traditional extended family and in the face of hectic urban life, what kind of support can families find or create in their communities? How do we feel about accepting help from outside our families? Can the social system fill the gap?



Director: Alison Burns
Producer: Sally Bochner

32 minutes 18 seconds

Order number: 9195 095 (Volume 3)

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

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