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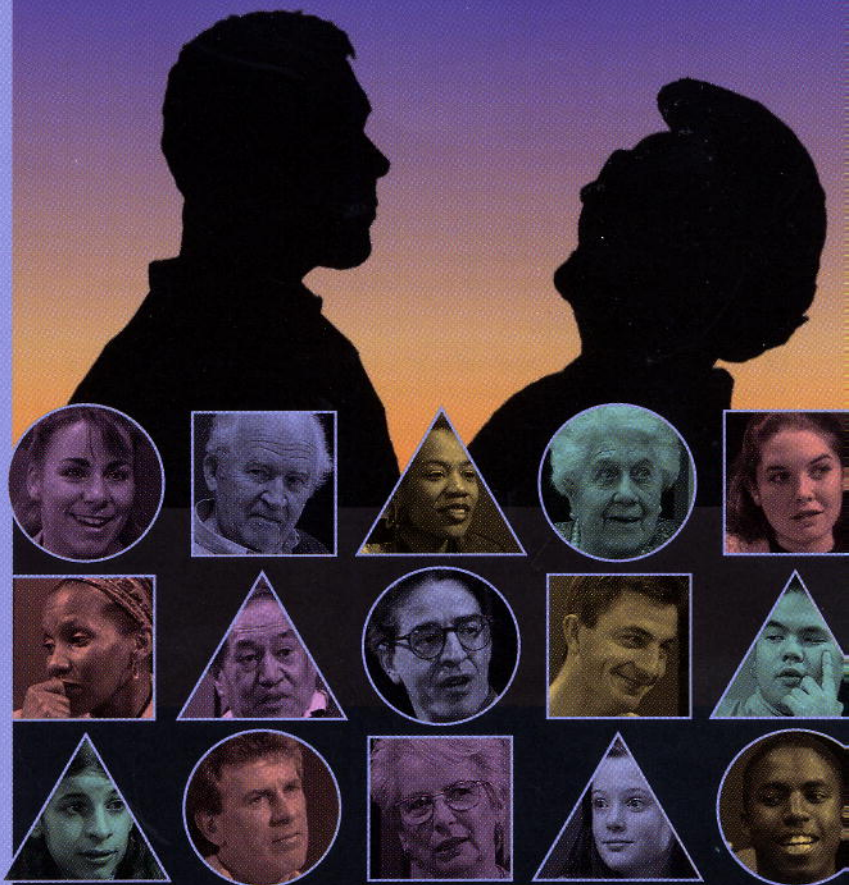
Multiple Choices

Volume 5



VHS

9195 097



Multiple Choices

Spanning the generations...
a lively exchange of ideas

Volume 5

- CHOICES
- SEARCHING



CHOICES

ISSUES Values
Rights

KEY CONCEPTS

Right versus wrong
Codes and rules of behaviour
Media influence
Tolerance for change

QUOTES TO USE AS DISCUSSION STARTERS

- "There's nothing certain any more."
- "Dispense with TV, dispense with the media and we'll all go back to our old values."

PRE-VIEWING ACTIVITIES

1 Ask the group to define a "value" and to list examples. What is the difference between a value, a fundamental, and a moral? Is there a difference between these concepts?

2 Have the group finish the following sentence. Try to group their responses in order to discover categories of sources.

I get (or got) my values from...

3 There are many implicit and explicit "rights" and "wrongs" in society. In looking at the following list, have the group decide who determined if this is right or wrong, and why this could have developed. Is there ever a time when a "wrong" could be right, or vice versa?

- It is wrong to steal a car.
- It is wrong to wear a bathing suit to a formal wedding ceremony in a cathedral.
- It is wrong to tell someone that you love their new haircut when you really hate it.
- It is wrong to pay a politician to vote to rezone property.
- It is wrong to drive on the left-hand side of a two-way street.

PULL OUT FOR MORE INFORMATION

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Discussion Leader
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Executive Producer
Don Haig

32 minutes 08 seconds
Order number: 9195 097



POST-VIEWING ACTIVITIES

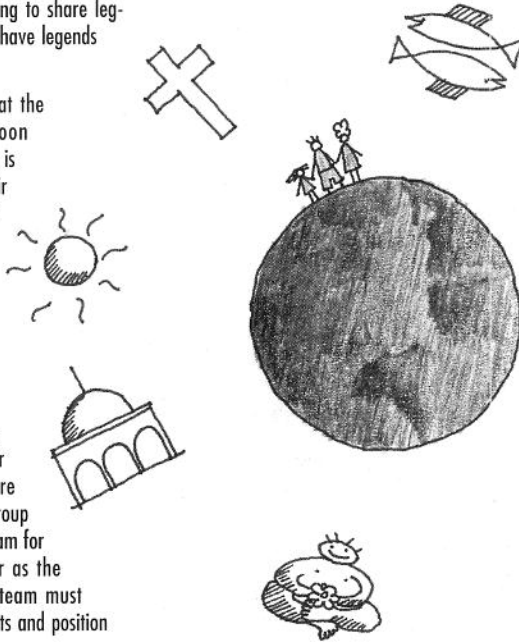
1 The local newspaper is planning to do an extensive series called "Evolving Values in the Second Half of the Twentieth Century." The reporters must interview people who came of age in each of the decades since 1949. Create a list of questions that would elicit the following information:

- what were the prevailing values of that particular decade?
- how were those values promulgated?
- why did people behave according to those values?
- what happened when people did not behave according to those values?

After the questions are developed and approved by everyone, each person should use them to interview someone who is older than themselves. Collate and analyze the results to determine whether or not values have evolved during the last half of this century.

2 Legends are used in many cultures in order to teach morals, values, or lessons in life. Present the group with legends, either in print or on video, and decide what lesson, moral, or value is being taught. Ask if anyone is willing to share legends from their own heritage. Why have legends endured over the centuries?

3 A group of citizens believe that the local television station's afternoon broadcast of American soap operas is causing teenagers to abandon their parents' values and adopt an immoral lifestyle. Consequently, they have gone to court seeking an injunction that would prohibit the television station from broadcasting these soap operas before eleven o'clock at night. The television station disagrees with this argument and intends to fight the injunction with everything at their disposal, as will the citizens who are seeking the injunction. Divide the group in half, forming one group as the team for the television station and another as the team for the citizen group. Each team must research and present their arguments and position before a judge.



ISSUES Organized religion
Spirituality

KEY CONCEPTS
Pluralism
The Church
Religious beliefs
Rituals

QUOTES TO USE AS DISCUSSION STARTERS

- "There's a really big difference between spirituality and religion."
- "I think religion can be helpful."

PRE-VIEWING ACTIVITY

■ Ask members of the group whether or not they identify with a specific religion and how they came to this decision. How is this religious identification manifested in their daily lives as well as in their lives in general? Will they choose to pass on this identity to their children? If yes, how? If not, why not?

POST-VIEWING ACTIVITIES

1 Invite clergy from three or four religions to address the group on such topics as:

- the relationship between spirituality, religious beliefs, and religion;
- the significance of their religious rituals at the end of a Sabbath service;
- the place of religion and religious beliefs in their lives;
- what they think religion offers people.

2 Rituals elevate events and times from an ordinary passage to a special circumstance. These rituals mark, acknowledge, and celebrate points in the life cycle such as birth, coming of age, death, a beginning, and a commitment. Ask group members to bring in pictures of themselves participating in, and celebrating just such a ritual. They should be prepared to explain the significance of the outside trappings and the purpose of the ritual; the roles of all of the participants in the ritual; the long-term results of their participation in the ritual; their memories of and feelings around, their participation in the ritual.

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

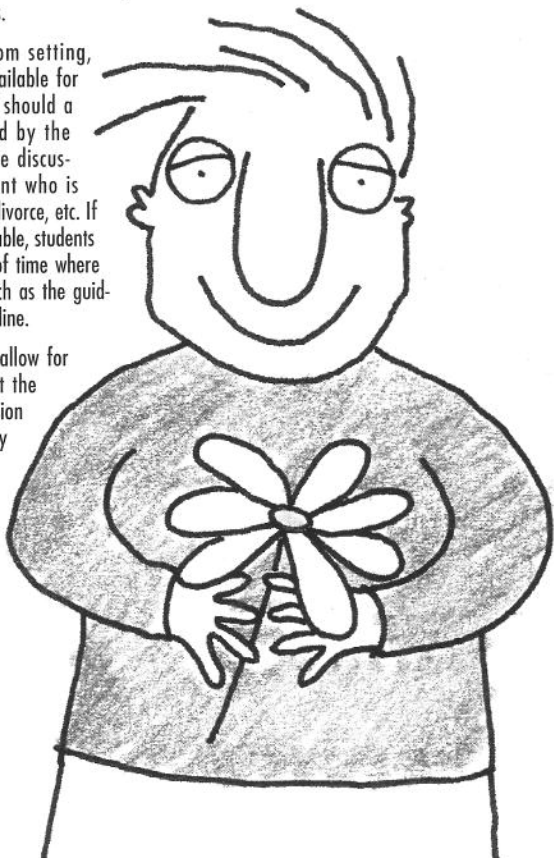
Multiple Choices sets a standard for a positive discussion process. It is hoped that your viewers will emulate the participants in the on-screen discussions.

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.

CHOICES (17:23)

Today choices are multitude; there is hardly a right or wrong way to do anything. But is there too much to choose from? Where are the shared values on which we used to base our decisions? At a time when many are reluctant to tackle the complexity of universal values, the participants attempt to define a new path.

SEARCHING (12:40)

When Doris laments that the young people are missing something in rejecting the church, Sara answers, "But I'm creating something as well." Where do we find spiritual fulfilment if not within organized religion? The participants discuss the place of religion and spirituality in their lives.

Director: Alison Burns
Producer: Sally Bochner

32 minutes 08 seconds

Order number: 9195 097 (Volume 5)

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

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A decoder is required.

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