

no way!
not me

The Feminization of Poverty series, Part I

Director: Ariadne Ochrymovych

Producer: Silva Basmajian

Rosemary Brown, former cabinet minister in British Columbia and spirited human rights activist and educator, delivers a compelling lecture to high school students defining the harsh realities and consequences of women and poverty.

Young people, she stresses, must be encouraged to exercise their options and make informed decisions affecting their future by pursuing educational and training opportunities that will support and maintain these decisions.

No Way! Not Me provides an eloquent warning: unless young women take control of their own lives and their own careers, they could face a bleak future of poverty and loneliness. Brown's talk also outlines the need for equality of males and females in the home and the workplace.

The film is interwoven with contemporary and historical images of "women and work," and concludes with a lively question-and-answer session with the students in the audience at Toronto's Bloor Collegiate.

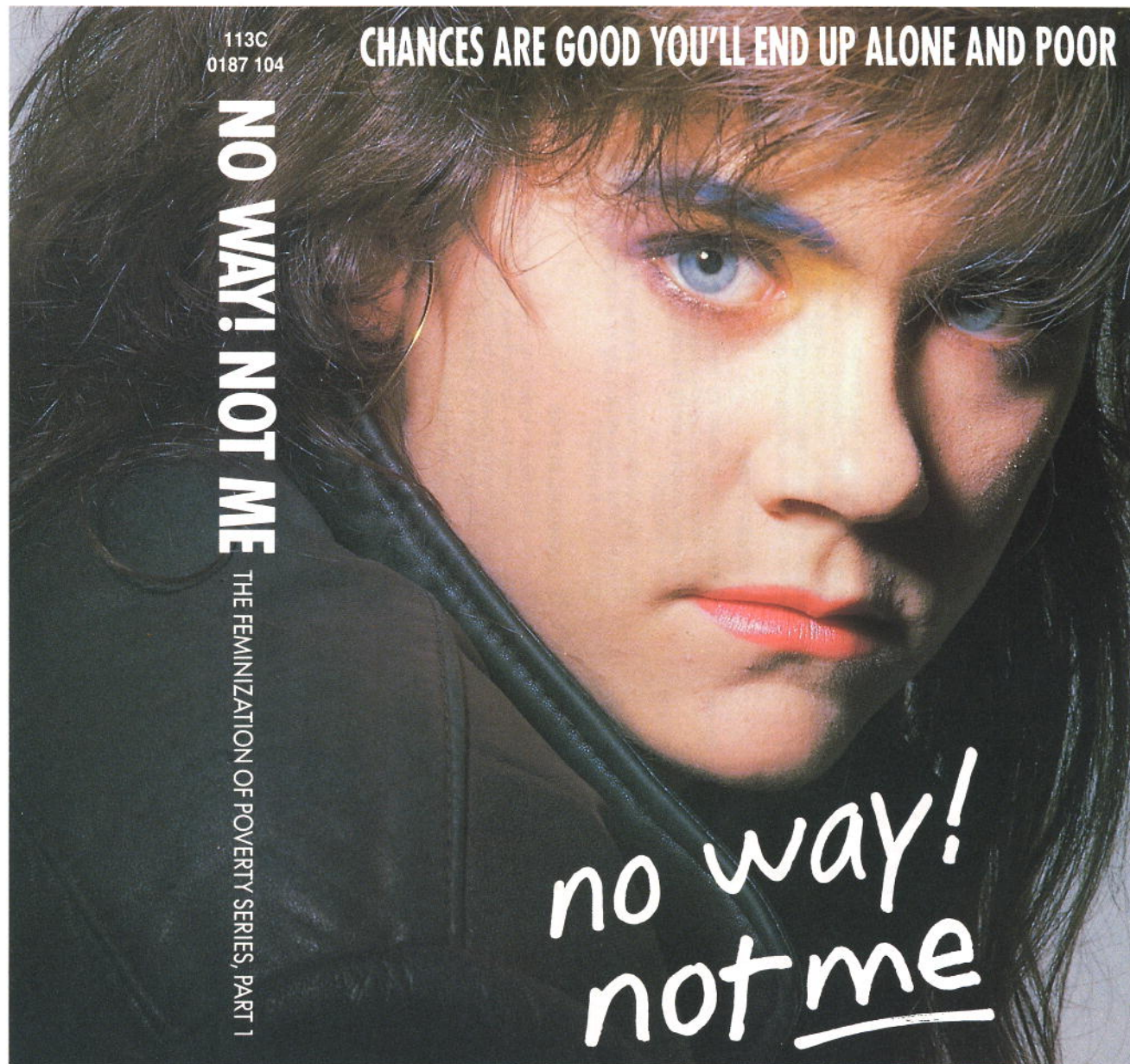
No Way! Not Me is the first in a series concerning the feminization of poverty, produced by the National Film Board of Canada, Ontario Production Centre.

(See reverse for utilization guide.)

29 minutes 39 seconds

Order number: C 0187 104

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I would like to see it (No Way! Not Me) become compulsory viewing in every high school in the country.

– Doris Anderson
Toronto Star



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The Feminization of Poverty Series, Part 1

FACING THE FACTS

Before viewing the film, ask students for their own estimates of the figures in the following statements:

Less than (10) percent of families have a male breadwinner with a wife at home.

Today (40) percent of marriages end in divorce.

(75) percent of divorced fathers do NOT pay child support.

After divorce, the standard of living for women drops an average of (73) percent, whereas it increases an average of (42) percent for a man.

One out of every (25) teenage girls gets pregnant in Canada. In Toronto, it is one in ten.

There are (500,000) single-parent families in Canada, and (85) percent are headed by single mothers.

A male high school dropout earns (more) than a female community college graduate.

(70) percent of women earn less than \$20,000 a year, compared to (28) percent of men.

Women earn (64) cents for every dollar earned by a man.

One of every (6) women in Canada is poor.

Canadian wives outlive their husbands by about (10) years.

FINDING OUT THE FACTS

The following activities and research projects are designed to encourage female and male students to discover, ponder and do something about the unrealistic and sexist values that encourage young women to **dream** about the future instead of **planning** for it. The research can be done individually or in small groups and the results can be presented in various forms -- a written report, a skit, a TV news item or a documentary.

1. PROJECT LIFE PLAN

Write an ideal plan for your future, from your teenage years through to and including your retirement. What do you hope will happen to you in regard to love, marriage, education, career, children and retirement. Build in whatever you think you need in order to avoid a life of poverty.

Now, work with a partner in your class. Your partner intervenes in your life and decides that **one** of the following will happen to you: either you will become pregnant while still in your teens or you will divorce when you are in your late 20s and become a single parent with two children, ages 3 and 6.

Together with your partner, revise your life plan so that you address either your teenage pregnancy or your divorce. What will change? What could you/should you do to try to survive economically and avoid a life of poverty?

2. MEDIA PROJECTS

- ** Read at least two romance novels. How do the messages about love, marriage, money, education, and career differ for female and male characters? Compare these messages to the ideas and ideals discussed in **No Way! Not Me**.
- ** Screen three rock videos. Compare and contrast their visual and verbal message about girls, girlfriends, and teenage love. Which is the most successful rock video, in terms of style and message? Why? Has **No Way! Not Me** in any way changed your assessment of these videos?
- ** Compare the messages about girls, girlfriends, and teenage love in songs from the 20s, 30s, 50s, 60s and 80s. What has changed, and what has not? Does it matter what values and ideals popular songs espouse?
- ** Choose two movies from the 1980s: one with a happy, successful marriage and another about a breakdown in the relationship between a husband and wife.

Analyse and describe the social forces and the personal characteristics of the individuals that keep the first couple together and drive the second one apart. What does **No Way! Not Me** say about the socializing forces that shape our dreams and expectations?

- ** For one week, observe the advertising on TV directed towards teenagers. What are the most commonly advertised products? Why? What values do these ads imply about life, love, beauty, and popularity? Do these values support the "dream" future that Rosemary Brown warns about in **No Way! Not Me**?

3. INTERVIEW

Interview -- on paper, tape, or video -- your parents (or a friend's parent) about their teenage romance(s) and dreams. Also, talk to women who run shelters, homes for teenage mothers and women's centres about what happens to women when their marriage breaks down or to teenage girls when they become single mothers.

4. POVERTY LINE

Research what is meant by the term "poverty line." What is the poverty line in Canada? Does it change from province to province and city to city? How does Canada's poverty line compare to that of the United States or other countries?

How many Canadian families live below the poverty line? How many women? What does welfare pay for a single-parent family with two children? Is it enough?

5. ECONOMIC STATUS

Research, with respect to working conditions and pay, what has changed and what has remained constant over the past twenty years for at least two of the following groups: a) housewives b) farm women c) immigrant women d) single parents e) domestics f) elderly women.

Imagine that you are now the head of a single-parent family with three children, ages 3, 5, and 9. How much would it cost you per month to live, including rent, food (3 meals a day), clothing, and transportation?

Go to the supermarket and imagine that you have \$50.00 to feed yourself and your two children. What groceries can you buy for the week (3 meals a day)? Can you buy enough? What are your options if you need more food?

Research how many women are in positions of power in such areas as politics, business, and science in Canada.

How does Canada compare with other countries, with respect to political and economic equality for women? Use at least three different categories and/or criteria, and at least three different countries.

SUGGESTED CURRICULUM AREAS

Guidance Counselling, Career Counselling, Women's Studies, Canadian Family, Family Management, People and Society, Social Studies, Politics, Economics, History, English, Ethics, Health Studies, Sociology.

Credits

With
Rosemary Brown

Music Composed and Performed by
Patricia Cullen

Director
Ariadne Ochrymovych

Additional Music
Gwen Swick

Editor
Roushell Goldstein

Re-recording
Terry Cooke

Cinematographer
Joan Hutton

Producer
Silva Basmajian

Sound Recordists
Bryan Day
Ross Redfern
Aerlyn Weissman

Executive Producer
John Spotton

Sound Editor
Chris Pinder

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Color
Screening time: 29 minutes 39 seconds

16 mm 106C 0187 104
VHS 113C 0187 104

Beta 114C 0187 104
3/4" 116C 0187 104

