

Teens
AGAINST
VIOLENCE
Collection

Enough Is Enough

With passion and creativity, **Enough Is Enough** features young women and men examining the issues of media violence.

Motivated by concern over the media's sensational approach to violence, teens are using their talents to make themselves heard. **Enough Is Enough** follows several teenagers as they develop creative projects that focus on a variety of themes related to violence in the media. As seventeen-year-old Karine says, "We don't want to just show beatings, rapes, robberies. We want to show how violence in the media is affecting our minds."

The defiant lyrics of the theme song match the bold energy alive in these teens. Witty animation sequences add a layer of visual playfulness, but the message remains: Do something about media violence, before it is too late!

Director: **Nicole Giguère**

Producer: **Chantal Bowen**

Executive Producers: **Ginny Stikeman, Josée Beaudet**

Enough Is Enough was produced by Studio D and Regards de femmes in collaboration with the Federal Women's Film Program with the assistance of:

Agriculture and Agri-Food Canada Farm Women's Bureau, Status of Women Canada - Women's Program, Justice Canada, Human Resources Development Canada Secretariat, Status of Disabled Persons, Canadian Heritage, Health Canada, Health Promotion and Programs Branch, Family Violence Prevention Division, Health Promotion Directorate, Tobacco, Alcohol and Other Drugs Division, Division of Aging and Seniors.

27 minutes 39 seconds

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VHS

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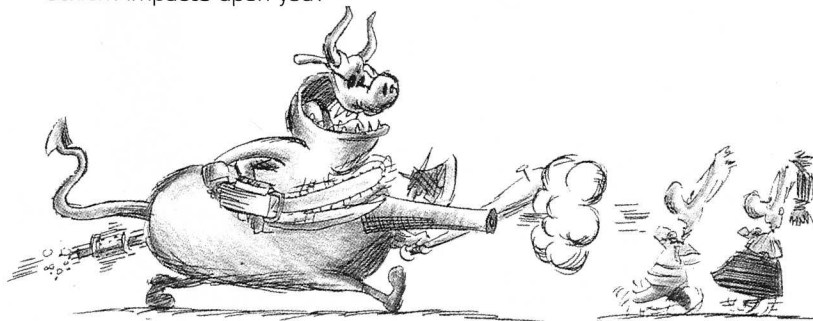
QUESTIONS AND ACTIVITIES

BEFORE THE SCREENING

- 1 In this video teens talk about the kind of programs they watch and how they feel about the violence they contain. Do you go to violent movies? What kinds of t.v. shows do you like? What are the acceptable limits of violence in film and t.v. for you? Does violence in the media have repercussions elsewhere? Describe some of the kinds of violence you see in popular media (examples: sexual, racial, physical).
- 2 Violent characters are sometimes portrayed as heroes and heroines. Describe some of these popular role models. What kind of influence do they have on you and your peers?
- 3 Research studies show that there is a direct link between t.v. violence and anti-social attitudes and behaviour. Other studies show that when t.v. is the main socializing agent for younger children it leads to desensitisation. What are your thoughts on these findings?
- 4 Describe the way you feel while watching violent films, playing violent video games or listening to violent music. It will be interesting to compare your feelings to those of the teens you will see in the video.

AFTER THE SCREENING

- 1 Of all the teens you heard in the video, are there any who made a strong impression on you? Which ones, and why?
- 2 Did you identify with some of the teens who expressed a sense of empowerment they got from watching violent programs? What about those who expressed frustration and anger?
- 3 A group of Black teens in the video address how racism in the media affects their daily lives. One of the teens comments on how a negative image of Black people in the media makes people look at Black people differently. Do you have examples of how racism in the media impacts upon you directly? Do you also have examples of how sexism impacts upon you?



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English Version
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Producer
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4 Virginie Larivière headed a petition against violence on television after her sister was murdered. The petition had positive results — a subsequent CRTC ruling does not allow t.v. stations to air films restricted to those 13 years and over between 6 a.m. and 9 p.m. What are some other positive actions that young people have taken?

5 It is often said that violence in the media is a reflection of violence in our society. One of the teens in the video says, "It reflects reality a bit, so what's the point of hiding it?" However, murders on t.v. are 1,000 times more frequent than in reality (source: Mediawatch). What do you make of this proliferation of violence in the media? Does it affect our behaviour? What responsibility do viewers have in light of the amount of violence in the media? How can we be active, as opposed to passive, consumers?

6 Women are often portrayed in the media as being helpless and unable to defend themselves. Does this paint an accurate picture? How do these stereotypes affect men and women? How do they affect you? Are there recent examples of how these images are changing?

7 In the video we hear Annie describe how her friend Jimmy videotaped the scene of an accident. When he approached the media the first question they asked was, "Do we see a lot of blood?" What are your thoughts about sensationalism in the media?

8 In the video, Geneviève says, "To be popular you have to get on t.v., and to get on t.v., well, you have to do something bad." Do you agree?

INTEGRATING THE VIDEO

Here are some ideas for projects which can be done as a follow-up to **Enough Is Enough**.

1 Research the organisations and laws in Canada that regulate what can and cannot be seen on television. Do you think that the regulations are strong enough? Do you think that we should allow for greater freedom on the part of the media? On the part of consumers? What are some groups that educate the public about issues of violence in the media?

2 Keep a running journal about the issues raised in the video. Describe your impressions of films you see, video clips and news coverage of events. Present this "scrapbook" to the class or use it as material for a video, a play or an essay.

3 Here are some interesting Web sites to visit if you care to explore media literacy and related issues further:

Visit the **Media Literacy On Line Project** at

<http://interact.uoregon.edu/MediaLit/HomePage>

This site will provide you with a wealth of information; from there you can link to **CAMEO - the Canadian Association of Media Education Organizations**.

The **CRTC** has a Web site as well. They are at

<http://www.crtc.gc.ca>

The Media Awareness Network is Canada's first and only national on-line organisation dedicated to media education and media issues affecting children. Their e-mail address is a.taylor@nfb-onf.ca

Related NFB titles:

Constructing Reality: Exploring Media Issues in Documentary
(193C 9193 062)

Images and Meaning: A Selection for Media Literacy Studies
(0186 147)

Media and Society: Images of Women (0189 121)

Manufacturing Consent: Noam Chomsky and the Media
Classroom Series (193C 9192 183)

Watching TV (9194 067)

Live TV (9196 008)

Related non-NFB titles:

Make Believe (distributed by V Tape)

Orientation Express (distributed by Canadian Filmmakers
Distribution Centre)

Women in the Media (Halifax Cablevision Limited)

Health and Welfare Canada published the following two studies which include extensive bibliographies:

Gender and Violence in the Mass Media — George Spears and Kasia Seydegart;
The Effects of Media Violence on Children — Jane E. Ledingham, C. Anne Ledingham, John E. Richardson.



USER'S GUIDE

Enough Is Enough will be of interest to teens, their parents, educators and community organizers. Whether it is viewed in a school, family or community setting it is suggested that some form of discussion or group activity take place after the screening. As the video raises many important issues, teens will be left with a variety of reactions, questions and suggestions for actions. As one purpose of the video is to inspire teens to **take control of their lives through positive action**, the opportunity should not be missed to direct this activity.

Before reaching the age of 14, the average teenager will have viewed 8,000 murders and 100,000 acts of violence on television. In viewing these violent images, teens will experience a range of emotions: from frustration and anger to excitement and empowerment.

Enough Is Enough aims to have teens reflect on the influence violence in the media may have on their lives, whether it is violent action films, video clips, video games, television shows or music. The goal is to enable them to become critical as opposed to feeling guilty about consuming these products. These discussion starters and exercises are designed to be used in the same non-judgmental way.