

Alternate Route

A National Film Board of Canada Release



Alternate Route features young women and men who are fighting back against the economic oppression that comes from living in a society with too many people for too few jobs. They're fighting back — not with violence — but with courage and resourcefulness. This is Generation E... and "E" is for entrepreneur.

From fish to fashion, *Alternate Route* follows the young owners of four businesses as they deal with the ups and downs of running their companies and their lives. Despite all the negative messages they get about unemployment, education and hopelessness, they are not afraid to take risks and are forging ahead to carve out a place for themselves in society. These ambitious young adults prove that one alternative to unemployment is self-employment.

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

Aussi disponible en français.

45 minutes

Order number: C9197 021

Director: Denise Withers

Producer: Chantal Bowen

Executive Producers: Ginny Stikeman, Joanne Carrière, Don Haig

Alternate Route



Produced by the NFB's 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, Canadian Heritage, Human Resources Development Canada - Youth Initiatives Directorate; Office for Disability Issues, Health Canada - Health Promotion and Programs Branch; Family and Child Health Unit; Family Violence Prevention Division; Division of Aging and Seniors; Tobacco Reduction Division.



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National Film Board of Canada
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for
User's Guide



VHS

C9197 021

Alternate Route

16% of today's youth between the ages of 15 and 24 are out of school and unemployed... double the unemployment rate for people over 25 years old.

Printed in Canada

Featuring:



Naomi Jewelry and toy creation.



Felicia Images of You, image consulting and self-development.



Sharon Sharon's One-Stop Fish-Shop and part-time newspaper route.



Paul, Lisa and Sigrid Net-Mark Enterprises Ltd., Web page design and marketing.

QUESTIONS AND ACTIVITIES

BEFORE THE SCREENING

- 1 This video features young people who are entrepreneurs. What is an entrepreneur? Are people born to be entrepreneurs, or can you learn to be one?
- 2 When you think of a typical entrepreneur, how would you describe that person? How old do you think most people who start businesses are? Do you think they're mostly men or women?
- 3 Do you know any entrepreneurs? What do they do? What qualities do you think they have that led them to become entrepreneurs?
- 4 Does your school have a course or club related to entrepreneurship? Investigate what's already available at your school.
- 5 What sorts of signals and messages do you get from the media and people around you about what kind of economic environment you can expect when you join the workforce? Describe how those messages make you feel.
- 6 Statistics show that 16 percent of young people are out of school and unemployed. Do you think that reflects the economic reality where you live? Does it concern you? How do you see yourself making a living? What are your career goals and expectations? Do you think they are realistic?

AFTER THE SCREENING

- 1 What types of work do the young businesspeople in the video do? Which entrepreneur do you relate to most? Why? Make a list of your top five choices of businesses you would create as an entrepreneur.
- 2 Felicia and Sharon both began making money in innovative ways at an early age. Have you ever done something creative and entrepreneurial to make money? What was it?
- 3 Felicia explained to the group of students in the video that she believes everyone has unique talents. What skills or talents do you have that you could develop and translate into a business? Make a list of them and explain how each could help you succeed if you were self-employed. What are your passions? What do you enjoy doing the most? How can you turn these into a business enterprise?
- 4 The entrepreneurs in this video pointed out that they all love what they're doing. How do you think that impacts on their success? What is success? How might your definition of success differ from your parents' definition?
- 5 What are some of the potential barriers — personal, social and financial — that you might face in starting your own business? What are some ways you could overcome them?
- 6 Think about all the different roles that Naomi and Sharon play in their businesses. As a business owner, name all the roles you would fill, aside from being president.
- 7 Do you think you would prefer working on your own, or as part of a team? What was different about how Lisa, Paul and Sigrid operated their business, compared to the others?

8 Naomi expressed her belief that whether or not your parents or the people around you are successful has nothing to do with your success. Do you agree with her? Is there a role model or mentor in your life? Who are they and why do you admire them?

9 Is education/training important even if you're not going to pursue an academic career? What types of alternative education might be helpful for you as a business owner? Name the different types of education and training the entrepreneurs in the video had.

10 Do you think it is more difficult for women to run their own businesses? Why? Name some of the challenges that Sharon, Lisa and Sigrid face because they are women working in male-dominated fields.

11 How were Sharon, Lisa and Sigrid's problems different from Naomi's? Do you think Felicia faced additional challenges as a woman of colour? Do you think it's difficult for women and minorities to break out of stereotypes imposed on them by society?

INTEGRATING THE VIDEO

1 Join people in your class — not necessarily your best friends — who would complement your skills, and create a business with them. Define the role of each person in the partnership. Present a business proposal to your class, pretending that your classmates are possible investors and you're trying to convince them to invest in your company. Pitch your heart out! It might be rewarding to consider pitching a real business that could become profitable summer self-employment. Or pitch a fundraising project with a goal in mind — to pay for a class trip, to start an entrepreneurship club in your school, to donate to a charity, etc.

2 Felicia mentions in the video that young people are frustrated with the economy and that their frustration is often expressed in violent behaviour. Do you agree that violence can be connected with financial hardship? What are some of the myths surrounding unemployment and violence? (ie. The U.S. has a lower rate of unemployment, yet it has a much higher crime rate than Canada.)

3 Spend a day with a business owner on the job and take notes. Then write a "shadow report" that describes a day in the life of this entrepreneur, including duties, successes, failures, stresses and rewards.

RELATED FILMS FROM THE NFB

Women and Work series Four videos about the workplace that call for change, challenge traditional attitudes and stimulate debate. Includes *A Balancing Act*, *Careers to Discover*, *The Glass Ceiling*, and *A Web Not A Ladder*. Order number: 193C 9193 071

Asking Different Questions: Women and Science An exploration into the life and work of five women scientists that goes beyond the impact of gender on science, to question the very methods and goals of modern science and technology. 51:00 Order number: C9196 053

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for more
information



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Enough"**

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Andrew Huggett

**Executive
Producers**

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Joanne Carrière
Don Haig

ORGANIZATIONS AND GOVERNMENT RESOURCES

Junior Achievement of Canada	(416) 622-4602
FUTURES	1-800-387-5656
Youth Service Canada	1-800-652-6282
Canadian Youth Business Foundation	(416) 408-2923
Info-Entrepreneurs	1-800-322-4636
YMCA - YWCA (consult your local phone book)	

Canadian Business Service Centres (your provincial branch will provide you with a wealth of information relevant to business owners in your area).

Human Resources Development Canada has initiated several programs for young entrepreneurs.

Business Development Bank of Canada's services are made available across Canada through a broad network of 84 offices.

For more information, contact the branch nearest you or call toll-free 1-888-INFO-BDC (1-888-463-6232)

FURTHER READING

The Small Business Handbook, published by Industry Canada.

Youth Unemployment: Canada's Hidden Deficit, published by the Canadian Youth Federation.

Directory of Youth Organizations and Programs in Canada, published by the Canadian Youth Foundation.

Profit: The Magazine for Canadian Entrepreneurs

Canadian Business Magazine

WEB SITES

Canadian Youth Foundation — www.cyf.ca

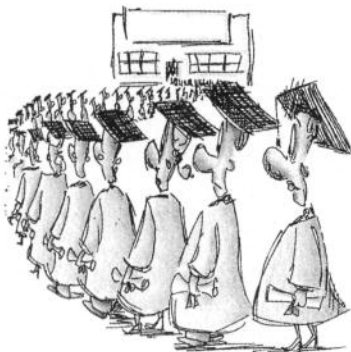
Canadian Youth Business Foundation — www.cybf.ca

This site can provide teachers/facilitators with a wealth of information, including business plan templates, an entrepreneur's forum, success story profiles, on-line advice from mentors, and links to many other Web sites that are geared specifically towards young entrepreneurs.

Spirit of Aboriginal Enterprise — www.omnimage.ca/spirit

EntrepreNet — www.enterprise.org/enet/

National Film Board of Canada — www.nfb.ca



BACKGROUND

Sixteen percent of those between the ages of 15 and 24 are out of school and out of work. That's double the unemployment rate for people over 25 years old. The information presented here is designed to help teachers and facilitators inform young people about entrepreneurship and self-employment as viable alternatives in today's changing economy. Most teenagers still feel that the only road to success is the well-worn path carved by previous generations — from high school to college or university and on to predetermined career paths. With soaring tuition rates and no guarantees that degrees will land jobs, young people are coming up with innovative ways to make money.

Young people are severely affected by the restructuring of the Canadian economy, and the fear they're experiencing is manifesting itself in many ways — rebellion, lethargy, and in violent and criminal activity that is growing at an alarming rate.

Watching this video may help viewers realize that with motivation and determination, young people are out there succeeding on their own, making their own way as pioneers in a new and sometimes frightening economic world. By taking charge of their lives and using their skills and talents, the young entrepreneurs in this video have created innovative ways to become self-supportive and survive in spite of personal, social, and economic barriers.

Alternate Route will empower viewers and give them hope for the future. It is designed to help young people identify their own unique skills and begin thinking of ways to create new opportunities for themselves.

SUGGESTED STRATEGIES FOR UNIT PLANNING

Entrepreneurship Classes/Workshops (Senior secondary):

- Use questions 1,2,3,5,6,7,9 from *After the Screening*; and 1,2,3 from *Integrating the Video*.

Career Planning or Career Exploration Programs:

(Senior secondary)

- Use questions 3,6,8,9,10 from *After the Screening*; and 1,2,3 from *Integrating the Video*.
- Use Personal Evaluation. (see box on reverse)

(Junior high school)

- Have students identify the positive and negative aspects of running a business that are mentioned in the video. Which things interest them, and which don't?

Women's Business Groups and Community Economic Organizations:

- Use questions 1,2,3,5,7,8,10 from *After the Screening*; and *Integrating the Video*, question 3.
- Use Personal Evaluation (see box on reverse) to determine if anyone in the group has the qualities and resources to start their own business.