



**#9913**

## **THE TEEN FILES FLIPPED: BOYFRIEND/GIRLFRIEND**

AIMS MULTIMEDIA, 2001  
Grade Level: 9-12  
21 mins.

### **DESCRIPTION**

Sean and Mehrak date and have significant misconceptions about each other's lives and ambitions, so they agree to trade places for a day. Mehrak dresses like Sean, complete with facial hair and broad shoulders, works his manual labor job, and takes tests to become a fireman. Sean dresses like Mehrak, goes shopping with her friends, has a Pap test, and struggles with her accounting job. Both express better understanding and appreciation of social, occupational, and gender-related pressures.

### **ACADEMIC STANDARDS**

#### **Subject Area: Health**

- Standard: Knows how to maintain mental and emotional health
  - ◆ Benchmark: Knows skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication (See INSTRUCTIONAL GOALS 3 and 4.)

### **INSTRUCTIONAL GOALS**

1. To explore common attitudes, perceptions, and conflicts which arise in male/female, boyfriend/girlfriend relationships.
2. To examine the daily social, vocational, and gender-related experiences, responsibilities, and pressures commonly encountered by men and women today.
3. To reveal how lack of acceptance and communication, in addition to erroneous perceptions and mistaken attitudes, can undermine boyfriend/girlfriend relationships.
4. To demonstrate the importance of mutual respect, acceptance, communication, support, and love in boyfriend/girlfriend relationships.

### **BACKGROUND INFORMATION**

This video is from the explosive, award-winning series called *The Teen Files Flipped*. It offers an insightful, somewhat playful case study of a young couple dealing with misconceptions about each other's lives and the lessons they learn by trading places for a day. It examines perception vs. reality in the social, vocational, and

## C a p t i o n e d M e d i a P r o g r a m

gender-related experiences, responsibilities, and pressures commonly encountered by men and women today. Note: Shows scenes of the two teenagers being transformed into a person of the opposite sex.

### VOCABULARY

- |                       |                         |
|-----------------------|-------------------------|
| 1. accounting         | 8. high maintenance     |
| 2. attire             | 9. inadequate           |
| 3. blue collar worker | 10. intimidating        |
| 4. empathy            | 11. professionalism     |
| 5. endurance          | 12. service industry    |
| 6. giving you grief   | 13. white collar worker |
| 7. gynecologist       |                         |

### BEFORE SHOWING

1. Discuss boyfriend/girlfriend relationships.
  - a. Do you have periodic arguments with your boyfriend or girlfriend (past or present)?
  - b. In relationships, when there is a disagreement, how often is one person completely right and the other person completely wrong?
  - c. What leads to misunderstandings and quarrels between two people in a committed relationship?
  - d. What are some common complaints girlfriends have about their boyfriends, and vice versa? How are these complaints usually handled?
2. Describe the premise of the video. Discuss what you would want your partner to discover about you if you traded places for a day. What might you learn about your partner?

### AFTER SHOWING

#### Discussion Items and Questions

1. At the beginning of the video, what are some of Sean's complaints about Mehrak? What are some of Mehrak's complaints about Sean?
2. How well do Sean and Mehrak communicate? Give examples.
3. What are some of the problems Mehrak encounters on her "flipped" day? What does she learn about Sean's work and responsibilities?
4. What does Mehrak discover when she tries to qualify for a position with the fire department? How does this impact her?
5. What does Sean experience during his "flipped" day out shopping with the girls?
6. What are some of the problems Sean encounters while working at the accounting office?
7. What do both Sean and Mehrak learn from this chance to walk in each other's shoes?
8. Is this a valuable experience for Sean and Mehrak? Will their future behavior towards one another change?
9. What did you learn from their experience?

## Applications and Activities

1. Write a summary and critique of the video. Share the papers and discuss responses. Consider the following questions:
  - a. What issues were addressed?
  - b. *How* were the issues addressed?
  - c. Was the program effective?
  - d. Could you relate to the problems Sean and Mehrak were having?
  - e. Could you apply the insights and information to your own present or future relationships? Why or why not?
2. Research and report on the cultural shift in the traditional female role that began with World War II and evolved into the feminism of today. Consider:
  - a. Why did this change occur?
  - b. What problems did it solve?
  - c. What were the benefits for society?
  - d. What were the problems that resulted?
3. Form mixed-gender teams and debate the topic, "There are no fundamental differences between men and women."
4. Discuss examples of stereotypes concerning men and women. Create lists of masculine and feminine images and stereotypes portrayed in the media (film, TV, music, etc.).
5. Discuss the sexual stereotypes, "act like a man" and "be ladylike."
  - a. What does each phrase mean?
  - b. Where do we learn gender roles?
  - c. What purpose (positive or negative) do gender stereotypes serve?
  - d. What might be the origins of these gender stereotypes?
  - e. How do these stereotypes affect our relationships with others?
  - f. Are these stereotypes relevant or obsolete in relationships and society today?
6. Discuss the qualities and characteristics of a healthy relationship. Generate a list of these characteristics with examples of each.
7. Role-play boyfriend/girlfriend scenarios involving differing perceptions and misunderstandings. Use effective problem-solving skills and communication strategies.



## CMP RELATED RESOURCES

- [Love–All That and More: Part 1: What Do You Want? #9562](#)
- [Love–All That and More: Part 3: Putting It All Together #9563](#)

## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

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- **AIMS MULTIMEDIA**

<http://www.aimsmultimedia.com/titles/title.php3?code=2661-EN-VID>

This is the Web site for the company that sells *The Teen Files Flipped* videos and accompanying teacher guides. Click on the “Teacher Guide” button to access a PDF file of the guide. The lesson guide for this video includes vocabulary and comprehension worksheets, a word search, a test, and other activities.

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- **RELATIONSHIPS—ALL ABOUT DATING**

<http://www.teenhealthcentre.com/teens/relationships/dating/index.htm>

The Web page from the Teen Health Centre in Windsor, Canada, has articles on love and relationships, teens and dating violence, and healthy vs. unhealthy relationships.

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- **AM I IN A HEALTHY RELATIONSHIP?**

[http://kidshealth.org/teen/your\\_mind/relationships/healthy\\_relationship.html](http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html)

This article written specifically for teens about teenage dating relationships covers characteristics of a healthy relationship, roadblocks to healthy relationships, unhealthy relationship characteristics, and warning signs to dating violence.

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- **HEALTHY RELATIONSHIPS**

<http://www.ksu.edu/counseling/csweb/topics/relationships/relatn.html>

This site from the counseling center at Kansas State University offers ten tips for healthy relationships of any kind, with explanations for each tip.