



# #9916

## THE TEEN FILES FLIPPED: FATHER/SON

AIMS MULTIMEDIA, 2002  
Grade Level: 9-12  
21 mins.

### DESCRIPTION

Fifteen-year-old Chris and his father Kevin don't always see eye to eye; but, after a day of trading places, they gain new understanding and appreciation of each other. Kevin spends a day at school dressed as a teen, attending class, helping with a food drive, and handling comments about his older brother. Chris learns the pressures of dealing with dissatisfied customers, firing an employee, and time constraints. Erroneous attitudes and perceptions change. NOTE: Profanity in the audio has been censored.

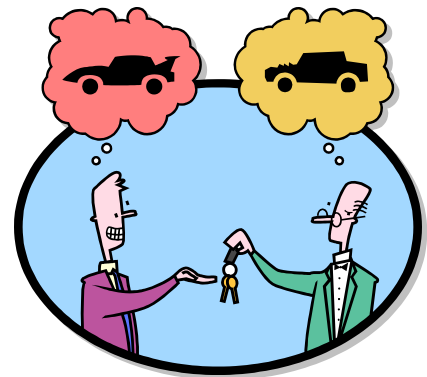
### ACADEMIC STANDARDS

#### Subject Area: Health

- Standard: Understands the relationship of family health to individual health
  - ◆ Benchmark: Knows how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise) (See INSTRUCTIONAL GOALS 3 and 4.)
- 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 and perceptions of teenage boys regarding their fathers and fathers regarding their teenage sons.
2. To examine the daily, real-world experiences, stress, responsibilities, and pressures commonly encountered by today's teens and adults.
3. To reveal how lack of communication and erroneous perceptions can undermine teen/adult relationships.
4. To demonstrate the importance of mutual respect, communication, and love in father/son, adult/teen relationships.



## BACKGROUND INFORMATION

In this video from the explosive, award-winning series called *The Teen Files Flipped*, Chris, a 16-year-old high school student, and Kevin, his father, trade places for a day. Given this rare opportunity to walk in each other's shoes for the day, both Chris and his father acquire new understanding and respect for the obligations, worries, and demands they each face daily; reevaluate some of their strongly held personal opinions and perceptions; and recognize the importance of communication in a healthy relationship. Note: There is a close-up of a lip-piercing.

## VOCABULARY

1. age discrimination
2. appreciate
3. conservative
4. contaminated
5. dissatisfied
6. germination
7. impression
8. intimidated
9. narrow-minded
10. "on his plate"
11. opinionated
12. perception
13. pressure
14. stress
15. sympathetic

## BEFORE SHOWING

1. Discuss what makes communication difficult between teens and adults. What causes it to break down? Why do fathers and sons specifically have problems communicating?
2. Discuss what causes disagreements between parents and teens. What are some of the issues? What could be solutions?
3. Consider personal parent/teen relationships. What would students want their parents to discover about them if they could trade places for a day?
4. Review key vocabulary. (See VOCABULARY.)



## AFTER SHOWING

### Discussion Items and Questions

1. At the beginning of the video, what is Chris' opinion of his dad? What is Kevin's opinion of his son?
2. Before the "flip" day, how well do Chris and Kevin communicate? Give examples.
3. What are some of the problems Chris encounters on his "flipped" day? What does he learn about his father's work and responsibilities?
4. What does Chris discover during the time he spends with his grandmother looking at old photos?

5. How does Chris react to seeing a truck just like his own smashed up by the side of the road? Why?
6. What does Kevin experience during his “flipped” day at school? What does he discover about his son?
7. What does Kevin learn from meeting and spending time with Chris’ friend Amanda?
8. What do both Chris and Kevin learn from walking in each other’s shoes? How may this experience impact their futures?
9. Discuss whether or not this is a valuable experience for Chris and Kevin. How may this kind of experience impact your life?

### Applications and Activities

1. Research the era in which the students’ parents were teenagers. Create comprehensive fact sheets. Compare and contrast today and the previous era. Include:
  - a. Popular music.
  - b. Fashion.
  - c. Fads.
  - d. Films.
  - e. Cars.
  - f. Important people.
  - g. Political issues or problems.
  - h. Social issues or problems.
  - i. World events.
2. Write a short essay on the following topic: How much is each generation influenced by the world in which they live and how much is the world influenced by each generation?
3. Brainstorm a list of problems students commonly encounter with their parents. Role-play how teens react now. Then role-play alternative actions for more positive results.
4. Individually or in small groups, create posters symbolizing various aspects of father/son relationships, such as communication, respect, support, and understanding.
5. Write an essay on your own parent/teen relationship. Consider the following questions:
  - a. What are three or four complaints or criticisms your parent expresses about you? That you have about your parent?
  - b. What would your parent learn about you if he/she spent one day walking in your shoes? What might you learn if you spent one day in your parent’s shoes?
  - c. How might your parent’s opinions change? How might your opinions of your parent change?
  - d. How would you like to improve your relationship with your parent?
  - e. What steps could you take to make your relationship better?
6. Research news articles and write a report about absentee fathers and the effects on teenage boys.



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

7. Request that each student's parent(s) send you a letter of appreciation for their child. Before distributing the letters, students write letters of appreciation to their parents.
8. Students interview their own fathers. Use answers to the following questions to write a short description of daily life from their father's point of view.
  - a. What is your occupation?
  - b. What is your position or title?
  - c. At what time does your work day start?
  - d. What are your job responsibilities?
  - e. What takes place during a typical work day?
  - f. What are some of the problems you have to deal with?
  - g. What do you enjoy about your job?
  - h. How would you describe the pace of your work day schedule (i.e., steady, easy to handle, busy, hectic)?

### CMP RELATED RESOURCES

- [Daddy and Me #9534](#)
- [Families Growing Together: Difficult Behavior #9142](#)
- [Families Growing Together: Doing Something Right #9143](#)
- [Families Growing Together: Mutual Respect #9144](#)
- [Fathers Matter #9804](#)
- [The Teen Files Flipped: Mother/Daughter #9920](#)

### 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.

### • AIMS MULTIMEDIA

<http://www.aimsmultimedia.com/titles/title.php3?code=2668-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.

---

- **THE NATIONAL CENTER FOR FATHERING**

<http://www.fathers.com>

This organization was founded to do research in fathering and to develop practical resources for dads with a goal to help men be better dads. Includes tips for dads, training, programs, media center with bulletin boards and chat rooms, humor, and more with articles organized by age of the child.



---

- **NATIONAL CENTER ON FATHERS AND FAMILIES**

<http://www.ncoff.gse.upenn.edu>

This is an interdisciplinary policy research center at the Graduate School of Education, University of Pennsylvania dedicated to research and practice that expands the knowledge base on father involvement and family development. Includes core learning areas, publications, and a database of online literature, events, and programs.

---

- **THE PARENT-TEEN CONNECTION**

<http://www.teensarenotadisease.com>

Although this site is not designed specifically for fathers and sons, it includes many current topics for parents and teens, including school and pre-college issues, teens and health, encouraging stories, positive teen articles, and much more.