



9919 THE TEEN FILES FLIPPED: HIGH SCHOOL DROPOUT

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

DESCRIPTION

Jeremy dreams of the NBA and Lavada wants a modeling career. They discover the importance of finishing high school when their lives are "flipped" for a day. Jeremy loses his basketball scholarship because he's not a high school graduate; Lavada's modeling assignment is canceled because her lack of education makes her a poor role model. Both grasp the message that a high school education is vital to career goals and dreams. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Civics—What are the Roles of the Citizen in American Democracy?

- Standard: Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
 - ♦ Benchmark: Understands how individuals and society benefit from the fulfillment of personal responsibilities such as supporting one's family and caring for, nurturing, and educating one's children (See INSTRUCTIONAL GOALS 1, 2, and 3.)

Subject Area: Life Work—Self-Regulation

- Standard: Sets and manages goals
 - ♦ Benchmark: Makes contingency plans (See INSTRUCTIONAL GOALS 5.)

INSTRUCTIONAL GOALS

1. To demonstrate the importance of a high school education.
2. To illustrate behavioral choices and the consequences of those choices.
3. To explore real-life job situations and the impact that academic achievements, or the lack of them, can have on career success.
4. To illustrate the consequences of entering a highly competitive job market without adequate employment skills.
5. To show that in following a goal, it's necessary to have back-up plans in case the original goal isn't immediately attainable.

BACKGROUND INFORMATION

This video is from the explosive, award-winning series called *The Teen Files Flipped*. In this video two young teens, Jeremy and Lavada, are bored with high school and convinced that a diploma isn't necessary for their chosen careers. Jeremy dreams

of an NBA career and Lavada considers herself a prime candidate for a professional modeling career. Each of these teens is *flipped*—tricked into believing that their career dream has come true. In each case, their dream opportunities quickly fall apart due to their lack of interest in continuing their education and the lack of a high school diploma. By the end of the day, both teens recognize the importance of completing high school. Note: At one point, Lavada has an audition interview with an “adult film” agent.

VOCABULARY

- | | | |
|----------------------------|-----------------------|-----------------|
| 1. alternative high school | 5. employment agency | 9. receptionist |
| 2. athletic scholarship | 6. expel | 10. rejection |
| 3. diploma | 7. homeless shelter | 11. resume |
| 4. dropout | 8. professional model | 12. revoked |

BEFORE SHOWING

1. Discuss individual goals for education, both high school and beyond.
 - a. How important is a high school diploma?
 - b. What might be the consequences of dropping out of high school?
2. Develop a list of careers of interest. Determine the level of education needed for each career.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video after Lavada begins the audition interview in the hotel room. Clarify that this casting agent is looking for models for an “adult film.”
3. Explain the premise of the video. (See BACKGROUND INFORMATION.)

AFTER SHOWING

Discussion Items and Questions

1. Why do Lavada and Jeremy want to dropout of high school? What career goals do each of them have? Are their goals reasonable?
2. Describe Jeremy’s relationship with Mr. Miley.
3. What notification do Jeremy and Lavada receive at the start of their “flipped” day? How do they feel?
4. The college basketball coach tells Jeremy that basketball can be a means to an end, but that it is not the end in itself. Discuss the meaning and value of this statement.
5. How does Jeremy feel about playing college basketball? What happens to ruin his experience? Why is he expelled from the college?
6. What is the first shoot that Lavada goes to? How does she feel about her abilities? What happens to ruin her experience? Why doesn’t the company want her?
7. Describe what happened to Jeremy after he was expelled. How does he feel about the homeless shelter? Where does he go to work, and how does he feel about that?

8. Why does Lavada go to an employment agency? What experiences does she have there? Who does she meet? How does Jenny describe herself?
9. Why do Jenny and Lavada go to the hotel? What kind of audition is this supposed to be? What might happen to Lavada if she auditions for this shoot?
10. Why does the letter from Mr. Miley make Jeremy feel so bad? How does Jeremy's conversation with the NBA player, Shawn Marion, impact his future?
11. What impact will this "flipped" day have on Jeremy and Lavada? Do you think either of them will dropout of high school? Why or why not?

Applications and Activities

1. Research and report on careers of interest. Include the educational requirements and job skills necessary for the careers and projections of job openings over the next decade.
2. Write descriptions on cards of imaginary students with varying skills, interests, and situations. Pick a card and write about why the student should dropout or not. Discuss.
3. Locate an individual in the community whose career choice required them to continue their academic studies when they might otherwise have dropped out.
 - a. Invite them to give a presentation to the class.
 - b. Interview the individual in the format of a TV news program.
 - c. Videotape the presentation and the interview to present to other classes.
4. Discuss other reasons, beyond career options, why young people should stay in school. Consider how math, spelling, grammar, and other skills are needed in everyday life.
5. Keep a journal with short- and long-term goals. Keep track of targets to achieve in pursuit of the goals. Celebrate the reaching of targets and goals.
6. Debate the merits of finishing high school versus dropping out.
7. Review the video noting examples of when the two teens identified themselves with their perceived talent. Look for examples of vanity, peer pressure, and naiveté.
8. Create a multimedia presentation to show the information learned from the video, research, and discussions.

CMP RELATED RESOURCES

- [*Leaving School #3371*](#)

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=2665-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 DROPOUT PREVENTION CENTER**

<http://www.dropoutprevention.org>

The National Dropout Prevention Center serves as a clearinghouse offering 15 effective strategies to increase the graduation rate, model programs, thousands of abstracted resources, grant connections, a program assessment and review guide, and related links.



- **OPERATION GRADUATION**

<http://www.operationgraduation.com>

This site, designed primarily for students, offers sections called Getting Help Now (mentors, homework help, crisis hotlines), Fuel Your Future (SATs, financial aid), and Learn The Facts (information on addition, pregnancy, etc.). It also has many PSAs to view and a section for parents.

- **SCHOOL DROPOUT PREVENTION PROGRAM**

<http://www.ed.gov/programs/dropout/index.html>

The dropout prevention program is a grant program to state education agencies and local school districts to implement research-based, sustainable dropout prevention programs. Resources include model programs and a link to dropout statistics from the National Center for Education Statistics.

- **NATIONAL MENTORING PARTNERSHIP**

<http://www.mentoring.org>

This site offers information about being a good mentor plus it locates mentoring opportunities by zip code or program.

