



#9924 THE TEEN FILES FLIPPED: THE REALITY OF DRUG USE

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

DESCRIPTION

Carissa, Stephen, and Kriss admit they use marijuana regularly, and Stephen sells drugs. Agreeing to be "flipped," they experience some possible consequences of their drug use. Kriss has an "accident" while driving under the influence and is paralyzed for life. Stephen is "arrested" for selling drugs and is sent to a treatment facility where residents confront him. Carissa "overdoses" on meth. They all acknowledge their lives must change. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Understands aspects of substance use and abuse
 - ♦ Benchmark: Knows the short- and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends) (See INSTRUCTIONAL GOALS 1, 2, and 4.)

INSTRUCTIONAL GOALS

1. To examine the personal stories of young people who use drugs and the significant problems drug use often causes for teens in school and in family relationships.
2. To demonstrate the possible real-life consequences of drug use.
3. To learn more about the side effects and dangers of illicit drugs.
4. To encourage young people who are experimenting with drugs to reevaluate their behavior.

BACKGROUND INFORMATION

1. In this video from the explosive, award-winning series called *The Teen Files Flipped*, four teens who use drugs are "flipped" for a day and discover some of the traumatic possible effects of drug use.

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2. Every 24 hours, 3,500 teens will try illegal drugs for the first time. The average age at which they first try alcohol is 12, and the average age of first drug use is 13. There is erosion in antidrug perceptions and knowledge among today's young people, accompanied by an upward pattern of drug use. This program is designed to give young people the information they need to help them make healthier decisions and responsible drug-related choices.

VOCABULARY

- | | |
|-------------------------------|------------------------|
| 1. book (charge with a crime) | 9. paralysis |
| 2. charge (accuse) | 10. pot |
| 3. distribution | 11. rave |
| 4. ecstasy (drug) | 12. rehabilitation |
| 5. manipulative | 13. treatment facility |
| 6. marijuana | 14. weed |
| 7. methamphetamine | 15. youth shelter |
| 8. overdose | |

BEFORE SHOWING

1. Discuss drug use.
 - a. What do you know about marijuana? Is it safe to use?
 - b. Why do you think people might use marijuana or other drugs?
 - c. What do you know about ecstasy? Is it safe to use?
 - d. What negative effects, if any, does marijuana or ecstasy have on a user? A user's family and friends?
 - e. Do you think marijuana is a "gateway" drug?
 - f. How worthwhile is the high gained through drug use when compared with the physical and psychological consequences?
2. Explain the premise of the "flipped" activity in the video. Encourage evaluation of one's own attitudes, beliefs, and perceptions while watching the video.

AFTER SHOWING

Discussion Items and Questions

1. Describe the attitudes and beliefs of the teens at the beginning of the video. What drugs did they prefer? How was the viewer led to believe that Crystal was a drug user also?
2. Discuss the teens' various family situations. How did their use of drugs impact their families?
3. How did Stephen finance the purchase of his drugs?
4. How did the teens' "flipped" day experience begin? What was Stephen charged with and why? What would he have been charged with if the driver of the car had died?
5. When Stephen was at the treatment center, what did his fellow teens tell him about his drug use?
6. Describe Carissa's progression through drugs over time.

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7. Describe how Carissa's mother felt about Carissa's drug use. How did she treat Carissa? Why did Carissa end up in a youth shelter? How did Carissa feel about this?
8. What did the teens find when they arrived at the crash scene? What did Kriss experience? How did he feel about being "paralyzed"?
9. How did Frankie become paralyzed? How did his friends treat him since he became paralyzed?
10. What happened to Carissa when they arrived at the hospital? How did she and her mother react to her "death"?
11. What story did Crystal and her stepfather share? How did this story impact the other teens?
12. How might this "flipped" experience impact the futures of Carissa, Kriss, and Stephen? How might this video impact you and your future?

Applications and Activities

1. Invite a guest speaker to present an overview of marijuana use. Possible speakers might be medical professionals, rehab experts, police officers, or rehabilitated drug users. Cover:
 - a. How the use of marijuana affects a person's physical health.
 - b. How it often acts as a gateway to use of additional drugs.
 - c. How it affects a person's short- and long-term memory and decision-making abilities and, thus, their academic progress.
 - d. How its use may have significant legal consequences for the user.
2. Collect data about teen drug use in your community, state, or in the nation. Create clear and annotated charts and graphs of the data. Present to the class.
3. Work in small groups to research the effects of regular marijuana use on human behavior and health. Create a PowerPoint presentation of the findings. Present to the class.
4. Divide into two groups. One group researches the advantages of legalizing marijuana for medical use and the other group researches the disadvantages. Hold a debate.
5. Research and report on how marijuana affects short-term memory and how this damage affects the ability to learn.
6. Research the difference in punishment usually given to juveniles arrested for drug possession versus that given to adults.
7. Analyze news coverage for drug use or drug-related issues over a two- to four-week period. Note the angle or slant of TV reports and printed articles. Consider:
 - a. Were the stories featured on the front page or at the beginning of the news?
 - b. How objective was the coverage?
 - c. How many follow-up articles did various stories warrant?
8. Put yourself in the place of one of the teens from the video. Write about how this experience affects you and your family.
9. Create informational or antidrug posters. Display the posters throughout the school.
10. Investigate local drug rehabilitation programs. Compare and contrast their various programs.

CMP RELATED RESOURCES

- [Marijuana Exposed #9959](#)
- [The Teen Files Flipped: Drug Use and Addiction #9915](#)
- [THC #8922](#)
- [Think Twice: Marijuana & Cancer #9963](#)
- [The Truth About Drugs #9455](#)

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=2659-SP-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.

• NATIONAL INSTITUTE ON DRUG ABUSE FOR TEENS

<http://teens.drugabuse.gov/>

This Web site includes facts about various drugs, interactive activities, real stories, ask Dr. NIDA, a glossary, and information for parents and teachers.

• PARTNERSHIP FOR A DRUG-FREE AMERICA

<http://www.drugfreeamerica.org>

This site has a great drug resource page with a comprehensive list of drugs that can be sorted by real name, slang, image, or paraphernalia. In addition, there is information about how to tell if a friend has a drug problem and how to talk to a friend with a drug problem. It also provides real stories, news, and antidrug TV ads.

• NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN

<http://www.freevibe.com>

This site includes sections for drug facts, helping friends, drugs in the news, sharing stories, passions that can be antidrugs, and interactive scenarios.