



#9915

THE TEEN FILES FLIPPED: DRUG USE AND ADDICTION

AIMS MULTIMEDIA, 2002

Grade Level: 9-12

21 mins.

DESCRIPTION

Cory and Eva use drugs for fun with little concern for the consequences. For 24 hours, they "flip" into their possible futures. Cory meets drug users Ollie and Rebekka and later learns Ollie has AIDS and Rebekka is HIV positive. Eva and Carrie cohost an MTV program and during the day, Carrie "overdoses." She later discloses her story to Eva. Shocked by reality, both teens agree to change their lives. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Understands aspects of substance use and abuse
 - ◆ Benchmark: Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity) (See INSTRUCTIONAL GOALS 1, 3, and 4.)

INSTRUCTIONAL GOALS

1. To demonstrate the real-life consequences of drug use and addiction.
2. To illustrate how recreational drug use can serve as the gateway to addiction.
3. To show the link between drug habits and criminal activity.
4. To establish the link between drug use and HIV/AIDS.
5. To encourage young people who are experimenting with drugs to reevaluate their behavior.

BACKGROUND INFORMATION

In this video from the explosive, award-winning series called *The Teen Files Flipped*, two self-absorbed teens, Cory and Eva, who use drugs are "flipped" for a day and discover the dark side of drug use. Note: Some swearing is left in the video. 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. addiction
2. AIDS
3. brain death
4. coma
5. custody (arrest)
6. fix (dose of drugs)
7. HIV
8. overdose
9. (drug) paraphernalia
10. recreational
11. rehab
12. score (to get drugs)
13. withdrawal

BEFORE SHOWING

1. Discuss drug use and addiction.
 - a. Do you know anyone who uses drugs?
 - b. How do you feel about drug use?
 - c. Is alcohol a drug?
 - d. Why do you think teens use drugs?
 - e. Do you think it's possible to use drugs recreationally? Why or why not?
 - f. Which drugs do you think are the most dangerous to use?
 - g. What do you think is the most significant effect drug use or addiction can have on an individual?
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. At the beginning of the video, how does Cory justify using drugs? How does Eva view the use of drugs? What does Eva think about adults who warn her about using drugs?
2. Why has Cory run away from home in the past?
3. How does Cory's "flipped" day begin? How does Cory meet Ollie and Rebekka?
4. What happens when Ollie doesn't get drugs for Rebekka? What happens when Cory and Ollie finally try to buy drugs for Rebekka?
5. What is Eva's assignment for her "flipped" day?
6. During the program, what does Carrie do to pay for her drug habit? What is Eva's response to this?
7. What happens to Carrie? What could have been the results of Carrie's cocaine "overdose"?
8. What does Cory learn from his "flipped" experience? What does Eva learn?
9. What does Erin's mother tell Eva about stopping the use of drugs?
10. What did you learn about drug use and addiction from this program?

Applications and Activities

1. Form two teams, and debate the issue of legalization of drugs vs. the continued war on drugs. Allow time for research prior to the debate.

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

2. Research and report on the five “battlefield fronts” in the war on drugs. Include pros and cons, definitions, procedures, cost benefits, impact on society, effectiveness, etc. The battlefield fronts include:
 - a. Federal protection of our borders against drug smuggling.
 - b. Local law enforcement’s authority to arrest and prosecute drug users and dealers.
 - c. Drug testing and its infringement on civil liberties.
 - d. Drug treatment and its effectiveness and cost to society.
 - e. The education of children regarding the dangers of drugs.
3. Read a magazine or newspaper article dealing with teenage drug use and/or addiction. Write a summary of the article including personal opinions and ideas.
4. Create a list of media images concerning the use of alcohol or other drugs, and the drug culture. Discuss the positive or negative influence these images may have on individuals and on society.
5. Research and report on drug laws in other countries. Include the impact of the laws on social issues like drug-related deaths and disease, general public health, crime, frequency of drug use, and work productivity.
6. Create informational or antidrug posters. Display the posters throughout the school.
7. Brainstorm a list of healthy alternatives to drugs. Consider dance, music, reading, art, meditation, writing, sports, exploring nature, etc. Write about one pastime you enjoy.
 - a. What is the activity?
 - b. If this is a physically demanding activity, what does it involve?
 - c. How did you become interested in this pastime and how long have you been involved?
 - d. Why do you enjoy it?
 - e. What are its benefits?
 - f. Why may others find it interesting, enjoyable, or worthwhile?
 - g. What advantage does this activity have over getting high on drugs?
 - h. How would drug use impact your ability to engage in this activity?
8. Invite a rehabilitated former drug user to speak to the class about their experiences. Allow for a question and answer time.
9. Work in partners or small groups to develop a list of six advantages to staying drug-free. Share the lists with the class. Discuss and determine the top ten advantages.
10. Investigate local drug rehabilitation programs. Compare and contrast their various programs.
11. Invite a local law enforcement officer to speak to the class about local issues related to teens and drug use.

CMP RELATED RESOURCES

- [Chasin’ Life #3020](#)
- [Drug Danger: In the Brain #3026](#)
- [Ecstasy: The E-Street Blues #9909](#)
- [The Teen Files Flipped: The Reality of Drug Use #9924](#)
- [Wasted: A True Story #2138](#)



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=2673-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.

- **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, how to talk to a friend with a drug problem, 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.