AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia
1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manage-
ability, the AIMS Teaching Module is
organized in four sections. You are
reading Section 1, Introduction to the
Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information
you need to integrate the program into
your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for
motivation, language preparedness,
readiness, and focus prior to viewing
the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional
activities plus an assortment of consum-
able assessment and extended activities,
designed to broaden comprehension of
the topic and to make connections to
other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

- Meeting Individual Needs
  These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

- Curriculum Connections
  Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

- Critical Thinking
  Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

- Cultural Diversity
  Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

- Hands On
  These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

- Writing
  Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

- In The Newsroom
  Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

- Extended Activities
  These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

- Link to the World
  These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

- Culminating Activity
  To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THE TEEN FILES: Surviving High School

THEMES
THE TEEN FILES: Surviving High School explores the complex world of social pressures faced by teenagers, from body image issues such as bulimia and steroid use, to depression, suicide, stereotypes, cliques, isolation and friendship. As eleven teens from California spend time getting to know one another, they discover that most people share the same needs, wants and feelings—even when those people appear to be very different on the surface.

OVERVIEW
In the video THE TEEN FILES: Surviving High School, eleven students from Yuba City High School are chosen to undergo a series of social “experiments.” Two popular students are asked to be outsiders for a day. The group visits a digital imagining company to see how magazine ads give us a deceptive view of the world. The teens hear about steroid use and eating disorders. They go on a mountain retreat to break down the barriers between them and find out what they have in common. And finally, they host a Challenge Day at their school, sharing what they have learned with their fellow students.

OBJECTIVES
- To learn more about the pressures of high school life and what causes those pressures.
- To examine the various cliques and stereotypes that exist on most high school campuses.
- To practice using acceptance, respect and honest communication in daily interactions.
- To focus on what we have in common, not on what makes us different.
- To find out how we can help one another by coming together as friends.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

Currently, fifty percent of boys and seventy-five percent of girls are unhappy with their appearance. One out of eight teenagers suffers from depression. Suicide has become the third leading cause of death for high school age youth in the United States. Clearly, surviving high school is harder than ever before. Only by coming together and helping each other can young people overcome the pain and pressures of youth.

VOCA BULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

clique - a social group with its own set of rules and customs; does not openly accept individuals from outside the group

tolerance - respect for someone whose beliefs or practices are different from one’s own

peers - those who are in the same group or on the same social level

DISCUSSION IDEAS

Ask students to think about names that people have used to label them. Which of the labels are hurtful? Which labels make students feel stressed—like they have to live up to an expectation? Are labels a healthy or an unhealthy part of society? Are all labels bad? Ask students to explain their answers.

FOCUS

Tell students to think about the people in their classroom. How many people do they really know well? How many people have they passed judgement on, at one time or another? Were the judgements fair? Ask them to keep these things in mind as they being the program.
JUMP RIGHT IN

HOW TO USE THE THE TEEN FILES: SURVIVING HIGH SCHOOL AIMS TEACHING MODULE

Preparation

- Read Mixtures: Together but Separate Themes, Overview, and Objectives to become familiar with program content and expectations.

- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing THE TEEN FILES: SURVIVING HIGH SCHOOL

- Set up viewing monitor so that all students have a clear view.

- Depending on your classroom size and learning range, you may choose to have students view Mixtures: Together but Separate together or in small groups.

Some students may benefit from viewing the video more than one time.

After Viewing THE TEEN FILES: SURVIVING HIGH SCHOOL

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Writing

Read the following situations to students:

• You have red hair. You go to a new school where everyone hates people with red hair. They think redheads are lazy and unintelligent.

• One person in your school is caught cheating on a test. From that day on, whenever you are in town, people whisper things like, “There goes a cheater from that school. Everyone there cheats.”

• You are chosen to be an intergalactic ambassador to another planet. Sadly, the citizens of the planet have obtained all of their knowledge about humans by watching a war movie. They think that all humans are violent, cold creatures who like to kill others.

Now ask students to imagine themselves in one of the situations. Have them write a journal entry describing what a typical day would be like for them. What do the situations described have to do with cliques and stereotypes?

Link to the World

Ask each student to answer the following questions:

- What is your favorite fruit or vegetable?
- What is your favorite car?
- What is your favorite place to hang out?
- What is your favorite song?
- Who is your favorite person to spend time with?

Now ask students to share their answers. For each question, discuss what would happen if everyone in the world had the same answers. What kind of problems would that cause? How does this prove that differences enrich our lives?

Hands On

Ask students to think about the various groups and cliques at their own school. How do they feel about the labels and stereotypes associated with these groups? Have them illustrate their feelings about the subject on a large mural. Supply them with a long strip of butcher paper and magic markers or tempera paint. Encourage them to work together, share ideas and discuss the meanings behind the images they choose to draw.
Connection to History

Part of surviving high school, and surviving life, is keeping an open mind about others. The people below worked hard to help others open their minds and accept new ideas. Ask each student to choose one person. Have them use library books, encyclopedia articles and websites to learn more about the people. When the research is done, ask them to summarize their findings in a short report.

Harriet Beecher Stowe
Susan B. Anthony
Martin Luther King, Jr.
Caesar Chavez
Jackie Robinson
Robert F. Kennedy
Mohandas Gandhi

Connection to Culture

Ask each student to bring in a few magazine ads featuring attractive people. Have them pass the ads around the class. What aspects of the ads might be fake or “digitally doctored”? Are the people in the ads typical of most people? How can we become more aware of the subtle manipulation that takes place in advertising?

If your class has access to a computer, scanner and photography software, scan a few of the pictures and make some digital changes of your own. With students’ help, make the people in the ads more realistic.

Critical Thinking

Sometimes it’s hard to understand how others can be so hurtful. It helps if we think about where people might be coming from, or if we put ourselves in their shoes. Read each quote below to students, then ask them to think about what might have motivated the speakers to say them.

“Put your hand down! Just because you made one ‘A’ doesn’t mean you know everything!”
“Is that a new shirt? It sure is ugly.”
“You’re so thin, you look like a golf club.”
“Get out of my way you geek. I’m not in the mood for you this morning.”

(Answers can include jealousy, frustration with one’s own life, being picked on by others, and problems at home.)
**Connection to Family**

Even though today’s young people face many challenges that past generations did not, they probably have more in common with adults than they think. In fact, students’ parents probably dealt with many of the same social pressures when they were teenagers.

Ask each student to interview an adult family member about being a teenager. They should ask the relative to share strong memories about fitting in, being popular, being picked on, or being singled out. Have each student take careful notes and summarize the information in a one-page report.

When the reports are completed, encourage class members to read them aloud and discuss them with others. How have things changed since over the last few generations? How have they stayed the same?

**Connection to Social Sciences**

Ask students to discuss the word “stereotype.” What does it mean to them? What are some examples of stereotypes that people around them believe and support? What stereotypes are related to sex, class, race, religion, culture, economic level and lifestyle?

Today, many stereotypes are being challenged. What are some of the ways that people are challenging stereotypes?

**Connection to Community**

How can students help their schoolmates to be more accepting of each other? What small things can they do to make everyone feel appreciated, respected and welcome?

Encourage each student to make a list of ideas. Pool the ideas together and create a master list for the entire class. Record the master list on a piece of poster board and display it on the wall. From time to time, talk about students who have tried items on the list. What were the results?

**Culminating Activity**

Using what they have learned in the unit, ask each student to write a question related to the program. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. How would they feel about designing more tests in the future?
## VOCABULARY

The following terms are from *THE TEEN FILES: Surviving High School*. Fill in the number of each term next to its closest definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. stereotype</td>
<td>someone who follows the crowd instead of thinking and acting on his or her own</td>
</tr>
<tr>
<td>2. bulimia</td>
<td>those who are in the same group or on the same social level</td>
</tr>
<tr>
<td>3. clique</td>
<td>the territory of a particular group, clique or gang</td>
</tr>
<tr>
<td>4. conformist</td>
<td>students at Yuba City High who wear unkempt clothes and are sometimes described as “smelly and dirty”</td>
</tr>
<tr>
<td>5. “scrubs”</td>
<td>respect for someone whose beliefs or practices are different from one’s own</td>
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<tr>
<td>6. androstene</td>
<td>dangerous steroid often used by athletes in an attempt to be larger and stronger</td>
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<td>7. turf</td>
<td>a view of people in a certain group from a narrow-minded perspective; an example would be, “All jocks are stupid.”</td>
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<td>8. tolerance</td>
<td>eating disorder in which someone eats compulsively, then binges</td>
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<td>9. peers</td>
<td>a clinical condition marked by sadness, inactivity, difficulty in thinking and concentrating, and a feeling of isolation</td>
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<td>10. depression</td>
<td>a social group with its own set of rules and customs; does not openly accept individuals from outside the group</td>
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© Copyright 2000 AIMS Multimedia *THE TEEN FILES: Surviving High School*
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

All of the teens chosen from Yuba City High had negative experiences with ___1___ . Mike and Erica were sent to a new school where they ___2___ . After standing in front of the enlarged images of the male and female dolls, the teens realized that the dolls’ body types ___3___ . After talking with football athletes about androstene, the group understood that steroids ___4___ . Next, the teens met a model who talked about her long struggle with ___5___ . Later, the group went on a mountain retreat and worked together on ___6___ . They also did an exercise where they took ___7___ off each other's heads. After the retreat, the teens visited the Butte County Crisis Center, where a hotline is operated for young people who are considering ___8___ .

1. A. gun violence
   B. suicide
   C. cliques and unfair labeling
   D. bulimia

2. A. became popular very quickly
   B. felt like outsiders
   C. got into fights and arguments
   D. were caught cheating

3. A. matched their own
   B. were pretty realistic
   C. were totally unrealistic
   D. made kids feel good about themselves

4. A. can help muscles grow
   B. have dangerous side effects
   C. can strengthen an athlete’s performance
   D. have no positive or negative consequences

5. A. drug addiction
   B. domestic abuse
   C. bulimia
   D. steroid use

6. A. an anti-violence campaign
   B. an obstacle course with ropes
   C. a football team
   D. an original play

7. A. labels
   B. wigs
   C. hats
   D. books

8. A. college
   B. marriage
   C. suicide
   D. alcohol use
VIDEO QUOTES

Each of the following quotes is from the video THE TEEN FILES: Surviving High School. Write a response for each quote. What would you say to the speaker of each quote if you had the chance? Do you agree or disagree with what is being said? How does each quote make you feel?

1. “Everyone in our high school knows who I am. They respect me. I’ve ripped kids’ underwear off. I taped them up. I threw eggs at them. I put my last name [on the rock] to let everyone know to keep it there.” —Johnny at the beginning of the program

2. “This day was incredibly stressful. I felt like I was under pressure twenty-four, seven trying to figure out what it takes to fit in with these people.” —Erica on her first day at a new school

3. “People don’t put you in [a] group. You put yourself there.” —Erica
   “Not necessarily. I tried to be normal for one day. I tried to dress preppy. And I just looked in the mirror and I just was like, this isn’t me. I could never fit into this group.” —Melissa’s reply

4. “It’s really like exciting here because I learned a lot that I didn’t know before. But, it’s just like disappointing that when we go back, it’s just gonna be like the same for everyone else.” —Teen expressing her doubts about Challenge Day at Yuba City High
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ “Scrubs” like Franklin were considered cool at Yuba City High School.

2. ___ Erica and Mike felt like outsiders when they were sent to a new school.

3. ___ At a computer imagining company, the teens learned that models look the same in person as they do in magazines.

4. ___ Young people with anorexia often see themselves as overweight, even when they are dangerously underweight.

5. ___ Steroids can lead to heart disease, acne and baldness.

6. ___ No one was surprised when Franklin came up with a great idea on the obstacle course.

7. ___ When the teens opened up to one another, they found that their problems were all very different and that they did not have much in common.

8. ___ At Challenge Day, many people apologized for teasing and bullying other students in the past.

9. ___ At the Butte County Crisis Center, the teens volunteered to answer phones for a pregnancy hotline.

10. ___ After the program, the eleven teenagers decided to spread their message to local elementary schools.
THOUGHT QUESTIONS

1. What kind of labels exist at your school? Do you think any of these labels are fair? Why or why not?

2. Have you or has someone you know ever been teased, labeled or bullied at school? Explain what happened. How did it make you feel?

3. What are the top three pressures you feel as a young person? You can choose from the following list or add your own items: fitting in, looking attractive, being safe, not getting pick on, having friends, being popular, getting good grades, avoiding drugs and alcohol, getting along with your parents, having fun, making your girlfriend/boyfriend happy. Explain how you feel about each item you list.

4. Name one thing you could do to stop bullying, teasing or isolation at your school. Who could you talk to? Who could you treat more fairly? Who could you introduce to your friends?
WHAT COULD YOU DO?

The teens from Yuba City High learned that their potential to make a difference was bigger than they thought. Each of us can do a lot to change the atmosphere around us. For each situation described below, explain a positive action you could take.

1. You see a guy trying to clean the outside of his locker because someone painted a racial slur on the locker door. The guy is embarrassed and angry. You look around and see two of your friends laughing.

2. A new girl comes to school. Her clothes aren’t very hip, but she has a nice smile. She carries a big, clumsy book bag with her wherever she goes. You find out that she can’t keep her books in her locker because the guy at the next locker teases her relentlessly.

3. At lunch, one of your friends spots an overweight student. She says, “Hey check out Fatty!” You know that people have been teasing the overweight kid since third grade.

4. In science lab, you make friends with a guy who’s been labeled a “geek.” At lunch, you happen to be sitting with some popular kids. You see the guy from science lab approaching your table.
TRAITS: INSIDE AND OUT

Like everyone, you are a unique combination of external and internal traits. To learn more, answer each question below.

1. List ten of your best traits, either internal or external.

2. How many internal traits did you list? How many external traits?

3. Which traits will stay with you the longest, the external or internal ones? Explain your answer.

4. Now list five of your most negative traits, either internal or external.

5. How many of internal traits did you list? How many external traits?

6. Name something you could do to change one of your negative traits.

7. Which is easier to change, the way we look on the outside or the kind of person we are on the inside? Why?
TEST

Circle the phrase which best answers each question.

1. The teens from Yuba City High School came from very different:
   - areas of the country.
   - families.
   - social groups.
   - intelligence levels.

2. As a cheerleader, Erica was considered by many to be:
   - weird.
   - overly friendly.
   - shallow.
   - angry.

3. When Erica went to a new school, she felt uncomfortable because:
   - people thought she was a “scrub.”
   - someone asked her on a date.
   - she wasn’t surrounded by friends.
   - the teachers didn’t like her.

4. At the football training camp, the teens learned that steroids can:
   - cause heart problems.
   - make muscles bigger.
   - improve athletic performance.
   - make guys taller.

5. After talking with an ice skater who has anorexia, the students felt that she:
   - would get better.
   - had a serious illness.
   - was no different than most young girls.
   - was a good role model.
TEST (CONTINUED)

6. When the teens shared stories at the weekend retreat, they found that many of their families had been ruined by:

- drug abuse.
- physical disabilities.
- divorce.
- suicide.

7. At the Butte County Crisis Center, the teens learned about another student who had:

- dropped out of school.
- committed suicide.
- run away from home.
- been in a drunk driving accident.

8. When Franklin came up with a good idea on the obstacle course, the other teens:

- cheered for him.
- ignored his idea.
- weren’t surprised that he had a good idea.
- tried his idea and were surprised to find that it worked.

9. On Challenge Day, many students were touched by an activity that required them to:

- cross a line that separated them from other groups.
- paint their interpretations of other students.
- talk to people while wearing blindfolds.
- wear signs around their necks.

10. After Challenge Day, the core group of eleven teens decided to:

- have more Challenge Days in the future.
- teach what they had learned to elementary students.
- start a Senior/Freshman Mentoring Program.
- all of the above
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

2279-EN-VID-JE3: “THE TEEN FILES: The Truth about Hate”
8913-EN-VID-JE3: “Teens and Tobacco”
VOCABULARY

The following terms are from THE TEEN FILES: Surviving High School. Fill in the number of each term next to its closest definition.

1. stereotype
2. bulimia
3. clique
4. conformist
5. “scrubs”
6. androstene
7. turf
8. tolerance
9. peers
10. depression

4. someone who follows the crowd instead of thinking and acting on his or her own
9. those who are in the same group or on the same social level
7. the territory of a particular group, clique or gang
5. students at Yuba City High who wear unkempt clothes and are sometimes described as “smelly and dirty”
8. respect for someone whose beliefs or practices are different from one’s own
6. dangerous steroid often used by athletes in an attempt to be larger and stronger
1. a view of people in a certain group from a narrow-minded perspective; an example would be, “All jocks are stupid.”
2. eating disorder in which someone eats compulsively, then binges
10. a clinical condition marked by sadness, inactivity, difficulty in thinking and concentrating, and a feeling of isolation
3. a social group with its own set of rules and customs; does not openly accept individuals from outside the group
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

All of the teens chosen from Yuba City High had negative experiences with ___1____ . Mike and Erica were sent to a new school where they ___2____ . After standing in front of the enlarged images of the male and female dolls, the teens realized that the dolls’ body types ___3____ . After talking with football athletes about androstene, the group understood that steroids ___4____ . Next, the teens met a model who talked about her long struggle with ___5____ . Later, the group went on a mountain retreat and worked together on ___6____ . They also did an exercise where they took ___7____ off each other’s heads. After the retreat, the teens visited the Butte County Crisis Center, where a hotline is operated for young people who are considering ___8____ .

1. A. gun violence  
   B. suicide  
   C. cliques and unfair labeling  
   D. bulimia

2. A. became popular very quickly  
   B. felt like outsiders  
   C. got into fights and arguments  
   D. were caught cheating

3. A. matched their own  
   B. were pretty realistic  
   C. were totally unrealistic  
   D. made kids feel good about themselves

4. A. can help muscles grow  
   B. have dangerous side effects  
   C. can strengthen an athlete’s performance  
   D. have no positive or negative consequences

5. A. drug addiction  
   B. domestic abuse  
   C. bulimia  
   D. steroid use

6. A. an anti-violence campaign  
   B. an obstacle course with ropes  
   C. a football team  
   D. an original play

7. A. labels  
   B. wigs  
   C. hats  
   D. books

8. A. college  
   B. marriage  
   C. suicide  
   D. alcohol use
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ “Scrubs” like Franklin were considered cool at Yuba City High School.
2. ___ Erica and Mike felt like outsiders when they were sent to a new school.
3. ___ At a computer imagining company, the teens learned that models look the same in person as they do in magazines.
4. ___ Young people with anorexia often see themselves as overweight, even when they are dangerously underweight.
5. ___ Steroids can lead to heart disease, acne and baldness.
6. ___ No one was surprised when Franklin came up with a great idea on the obstacle course.
7. ___ When the teens opened up to one another, they found that their problems were all very different and that they did not have much in common.
8. ___ At Challenge Day, many people apologized for teasing and bullying other students in the past.
9. ___ At the Butte County Crisis Center, the teens volunteered to answer phones for a pregnancy hotline.
10. ___ After the program, the eleven teenagers decided to spread their message to local elementary schools.
Circle the phrase which best answers each question.

1. The teens from Yuba City High School came from very different:
   - areas of the country.
   - families.
   - social groups.  
   - intelligence levels.

2. As a cheerleader, Erica was considered by many to be:
   - weird.
   - overly friendly.
   - shallow.  
   - angry.

3. When Erica went to a new school, she felt uncomfortable because:
   - people thought she was a “scrub.”
   - someone asked her on a date.
   - she wasn’t surrounded by friends.  
   - the teachers didn’t like her.

4. At the football training camp, the teens learned that steroids can:
   - cause heart problems.  
   - make muscles bigger.
   - improve athletic performance.
   - make guys taller.

5. After talking with an ice skater who has anorexia, the students felt that she:
   - would get better.
   - had a serious illness.  
   - was no different than most young girls.
   - was a good role model.
TEST (CONTINUED)

6. When the teens shared stories at the weekend retreat, they found that many of their families had been ruined by:

- drug abuse.
- physical disabilities.
- divorce.
- suicide.

7. At the Butte County Crisis Center, the teens learned about another student who had:

- dropped out of school.
- committed suicide.
- run away from home.
- been in a drunk driving accident.

8. When Franklin came up with a good idea on the obstacle course, the other teens:

- cheered for him.
- ignored his idea.
- weren’t surprised that he had a good idea.
- tried his idea and were surprised to find that it worked.

9. On Challenge Day, many students were touched by an activity that required them to:

- cross a line that separated them from other groups.
- paint their interpretations of other students.
- talk to people while wearing blindfolds.
- wear signs around their necks.

10. After Challenge Day, the core group of eleven teens decided to:

- have more Challenge Days in the future.
- teach what they had learned to elementary students.
- start a Senior/Freshman Mentoring Program.
- all of the above