



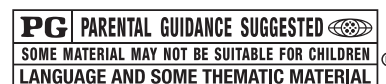
Movie art © 2010 Warner Bros. Ent. Inc.

**A facilitator's guide for youth workers, leaders, educators and families to accompany the new movie, *Flipped*.**



Ages 8-13  
[youthFILMproject.org](http://youthFILMproject.org)

Flipped official website:  
[flipped-movie.com](http://flipped-movie.com)



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## Introduction



### Dear Group Facilitator:

This F.I.L.M. curriculum for *Flipped* is structured for use in conjunction with watching the new movie directed by Rob Reiner and reading the book of the same name by Wendelin Van Draanen.

*Flipped* is a story for ages 8-13. The themes of many of the questions in this guide are appropriate for both older and younger audiences, but some of the activities may need to be altered when moving between age groups.

The guide offers discussion topics, activities and service-project ideas for youth. Key themes in this guide include exploring different perspectives, removing judgments and prejudices and finding one's passion.



We would like to thank the program professionals at Boys & Girls Clubs of America for providing additional insight for the content of this guide.

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## Synopsis



### Synopsis

When second-graders Bryce and Juli first meet, Juli knows it's love.

Bryce isn't so sure.

Beginning that day, and for the next six years, young Bryce (Callan McAuliffe) does everything he can to keep his outspoken wannabe girlfriend at arm's length...which isn't easy since they go to the same school and live across the street from each other.

Smart, dreamy, independent and willing to stand up for what she believes in, Juli (Madeline Carroll) is different from anyone else he knows and, frankly, it's a little overwhelming. What's a guy supposed to do when a girl tells him his hair smells like watermelon or wants him to sit in a tree for the spectacular view? There's just no telling what Juli will do next, and Bryce is one guy who'd rather be safe than sorry.

Though disappointed by Bryce's unwillingness to see things her way, or even to see the things in life she finds most meaningful, Juli continues to give her potential dreamboat the benefit of the doubt. Until those doubts stack up so high that she finally thinks maybe she was wrong about him.

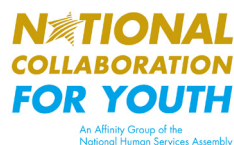
It's just about the same time Bryce starts to think maybe he was wrong about her, too.

But is he too late?

The coming-of-age romantic comedy *Flipped*, from director Rob Reiner, takes Bryce and Juli from Grade School to Junior High, through triumph and disaster, family drama and first love, as they make the discoveries that will define who they are—and who they are to each other.

*Flipped* opens in theaters August 2010 and is rated PG.

F.I.L.M. curriculum is made possible through the partnership of Heartland Truly Moving Pictures and the National Collaboration for Youth. Heartland is a national, independent, non-profit arts organization that seeks to recognize and honor filmmakers whose work explores the human journey by artistically expressing hope and respect for the positive values of life. The National Collaboration for Youth is a non-profit organization providing a unified voice for its coalition of more than 50 national, non-profit, youth development organizations, and concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities.





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## Introduction



### Objectives For Youth

- Explore your own perspectives, prejudices and judgments.
- Find your passion.
- Take action in your community and school.

### Step 1.) Read the book and see the movie.

*Flipped* opens in limited release August 6, 2010 and is in theaters nationwide August 27, 2010.

It is rated PG.



### Reading Materials:

*Flipped* is an award-winning young adult novel written by Wendelin Van Draanen. Both the book and the movie follow the relationship between Bryce and Juli from second grade to junior high school, and explore all the ways their relationship changes during that time. The movie follows the book almost exactly, but instead of being set in contemporary times, the movie takes place in the late 1950s and early 1960s.

If you enjoy *Flipped*, you might enjoy other juvenile fiction written by Wendelin Van Draanen from Random House Publishers. These include:

- The *Sammy Keyes* Series (1998-2010)
- *Swear to Howdy* (2003)
- The *Shredderman* Series (2004-2005)
- *Runaway* (2006)
- *Confessions of a Serial Kisser* (2009)

### Step 2.) Participate.

Take part in meaningful discussions and activities:

- Re-write a scene in the movie from someone else's perspective.
- Create a back story for a supporting character that might explain her character traits.
- Keep an activity journal to help understand what you love to do.
- Plant a tree to beautify the place you live.

### Step 3.) Take the lead to help others.





Engage in a project within your community based on lessons learned in this curriculum. Project ideas are included in the curriculum; there is also a free, downloadable service-learning supplement to assist in the planning and managing of *Flipped* service projects. Please visit [www.youthfilmproject.org](http://www.youthfilmproject.org) to download the supplement.



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## Table of Contents



<b>Introduction</b> .....	<b>1</b>
<b>Module One: Perspectives</b> .....	<b>5</b>
Section One: Flipping Eras .....	6
Section Two: Flip the Scene .....	7
<b>Module Two: Judgments and Prejudices</b> .....	<b>12</b>
 Section One: What's Their Story? .....	13
 Section Two: A Sum of Their Parts .....	15
Section Three: Dealing with Differences .....	19
Section Four: Peer Pressure and Outside Influences .....	21
<b>Module Three: Finding Your Passion</b> .....	<b>22</b>
Section One: A Moment of Clarity .....	23
 Section Two: Do What You Love .....	24
<b>Module Four: Take Action</b> .....	<b>26</b>
Section One: Real Life Inspiration .....	27
Section Two: Saving the Sycamore .....	28
 Section Three: Multi-generational Understanding .....	30
<b>Post Program Evaluation</b> .....	<b>32</b>



The pencil icon designates pages of the curriculum that can be distributed to the youth in your organization as worksheets.

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## Module One: Perspectives



Note to the Facilitator:

The plot of the book and movie, *Flipped*, is based on the different perspectives that the characters have about almost every situation that occurs within the storyline. It is the quintessential he-said/she-said story. The structure of both the book and the movie help audiences understand that not everyone sees every situation the same way, and for many reasons.

The following section focuses on seeing the bigger picture and looking at situations and people from different perspectives.

### Objectives for Youth

- Discover the differences and similarities between current times and the 1950s/'60s.
- Explore many different perspectives.

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## Module One: Perspectives Section One: Flipping Eras



It can be a shock to read a book and then see the movie (or vice-versa) because of little differences between the book and the movie. Often when you read a book first you'll be surprised by what the actors look like because it is not what you had envisioned. Sometimes when you see a movie and then read the book you are surprised by some of the plot differences or even missing or added characters.

In *Flipped* the story is the same in both the book and the movie, but each is set in a different time period. The book takes place in current times (the book was written in 2001 and could have easily been written today). The movie, however, takes place in the late 1950s and early 1960s.

### Discussion

Use the questions below to discuss some elements within the scenes from the book and the movie that let us know during what time period the story takes place.

1. What about the setting of the movie lets you know it takes place in the 1950s and 1960s?
2. How do you know the book takes place in current times (keep in mind there were no specific dates given)?
3. Why do you think the book was set in current times, while the movie was set in the 1950s and 1960s?
4. What elements were changed from the book to the movie to make it fit into the 1950s and 1960s?
5. If the movie had been set in current times, how do you think it would have impacted the way Bryce and Juli communicated with one another?
6. The movie's plotline hardly veered from the book's plotline at all. Does this say anything about how much or how little certain things change through time?
7. Can you think of any stories written a decade or more ago that have been translated into new versions? William Shakespeare's, *The Taming of the Shrew*, which was later updated in the movie *10 Things I Hate About You* is an example of a "timeless" storyline. What are some other timeless storylines?



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## Module One: Perspectives Section Two: Flipping the Scene



Throughout the movie and book we experience a situation from two different perspectives. While the viewer has the benefit of understanding the character's actions through knowing Bryce's and Juli's thoughts, there are many other characters in the story whose actions are not explained. What would happen if we were to look at a scene from the movie from the perspective of a character who is not Juli or Bryce?

### Activity

In the movie, we experience both Juli's and Bryce's perspectives during the dinner scene. In the following activity we will write a voice-over from the viewpoint of another character about how the dinner scene progressed. How might things have seemed from the perspective of others at dinner?

Try examining the scene from the point of view of one of these characters: Bryce's sister, Lynetta; Bryce's grandfather, Chet; Bryce's dad, Steven; Bryce's mother, Patsy; Juli's dad, Richard; Juli's mother, Trina; or one of Juli's brothers, Matt or Mark.

1. Watch the scene in the film and listen to how Bryce and Juli respond to the dinner situation within their voice over (or their inner monologue).
2. As a group, act out the scene using the script on the following pages. As you are reading, think about how another character might respond to the same situation.
3. Write an inner monologue from one of the other character's points of view. It should be at least 8-10 sentences. Explain how you perceive those at the dinner table to be treating you and others. Explain how you, as the character, feel about the situation. Additionally, explain how you think Juli and Bryce are reacting towards one another.





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## Module One: Perspectives Section Two: Flipping the Scene



### Hints for reading and writing a script:

- **v.o.** means Voice Over. This is when a voice is talking over other activity or conversation in a scene. This is usually done by a narrator.
- **o.s.** means Off-Screen. This means a voice or other noise is heard, but not seen, in the shot.
- Anything that is not within a conversation is considered “action.” This is what the actors **DO**.
- When there are two columns of script, this means those actions or conversations are going on simultaneously (at the same time).
- When there are words in parenthesis within a conversation, these words tell the actor how to deliver (or perform) the line.
- At the beginning of each scene change you will see a line that might look like this:

INT. LOSKI LIVING ROOM – CONTINUOUS ACTION – DUSK

This means that the scene takes place in the “interior” of the Loski Living Room and action is moving, and the scene is taking place at dusk or early evening.

INT. LOSKI 131 DINING ROOM – NIGHT 131

The two families are now seated at the dinner table. Bryce sits directly across from Juli. Food is being passed around. After a few beats, they settle in to eat.

BRYCE (V.O.)

I had to sit across from Juli for an entire dinner. My dad was right. We should have barbecued.

PATSY

I just want to say how wonderful it is to have you sharing a meal with us. May it be the first of many.

Steven makes a choking sound.

STEVEN

(pointing to his throat)  
The wrong pipe.

TRINA

Well, we couldn't be happier. We're all just thrilled to be here.

Everyone starts eating. No one is talking, then:

STEVEN

Juli, you did a nice job with your yard.



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## Module One: Perspectives Section Two: Flipping the Scene



JULI

Thanks. Chet was a big help.

STEVEN

Yeah. What's your secret? I can't get him to do a thing around here.

PATSY

Steven.

STEVEN

I kid. I'm telling you, the whole neighborhood's coming to life. That new house is really taking shape.

PATSY

Which one?

STEVEN

You know, the one on the corner. Where they cut down that ugly tree.

Richard pats Juli's hand to calm her. Bryce notices.

BRYCE (V.O.)

I wanted to say that a lot of people liked that tree. But I didn't. I didn't want to go against my dad.

Bryce looks over at Chet, who has been staring at him as if waiting for him to make a move. When Bryce doesn't act:

RICHARD

Some people thought that tree was the jewel of the neighborhood.

STEVEN

Yeah, well there's no accounting for taste. So, Matt, Mark, I understand you'll be graduating soon.

MATT

Thank God.



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## Module One: Perspectives Section Two: Flipping the Scene



STEVEN

You don't like high school?

MATT

Are you kidding?

STEVEN

No. High school was the best time of my life.

MARK

Not for us.

MATT

Yeah, we've had enough of that scene.

STEVEN

So I take it college is out of the question?

MARK

No, it's a possibility.

RICHARD

They were accepted at a number of places.

STEVEN

Good for you.

MATT

But we're going to give music a shot first.

STEVEN

Really?

(to Richard)

What do you think of that?

RICHARD

I want them to pursue anything that makes them happy.

STEVEN

Happiness is overrated.



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## Module One: Perspectives Section Two: Flipping the Scene



LYNETTA

Their band is really boss. They did a bunch of demos, and they're so cool.

MARK

Thanks, Lyn.

PATSY

When Steven and I met, he was playing in a band.

TRINA

Oh? How did you two meet?

PATSY

We were high school sweethearts.

TRINA

Isn't that nice.

LYNETTA

You? You played in a band?

PATSY

He was a wonderful saxophone player.

MATT

Cool. You still play?

STEVEN

Well, I...

MARK

Hey, if you want, you can jam with us sometime.

STEVEN

No, thanks... I don't... that's not me anymore.

*Screenplay by Rob Reiner & Andrew Scheinman, based on the novel by Wendelin Van Draanen*

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## Module Two: Judgments and Prejudices



Note to the Facilitator:

Bryce is a character who undergoes a life-changing realization when he begins to acknowledge the unfortunate ideals that have been transferred to him by his father and friends. He realizes how his pre-judgments of Juli were completely off base once he got to really understand her.

The following section focuses on helping youth realize their own pre-judgments and prejudices and learning how to FLIP them on their head!

### **Objectives for Youth**

- Discuss the reasons for differences in people.
- Recognize pre-judgments and prejudices, and attempt to change them.



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## Module Two: Judgments and Prejudices Section One: What's Their Story?



### ACTIVITY

Like Bryce, Juli wasn't immune to making judgments against people either. She felt extremely negatively towards Sherry Stalls. We have very little insight from Juli about why she dislikes her so much, but we do hear a lot about Sherry's hair. Juli says in the book (pg. 111) "To look at her, you'd think she had everything, but there's not much solid underneath her Mount Everest hair. And even though she's like a black hole at sucking people in, it doesn't take them long to figure out that being friends with her requires fanning the flames of a wildfire ego."

We've learned why Bryce and Juli act the way they do, but we haven't learned about Sherry. If we knew more about Sherry's thoughts and experiences, we might better understand her behavior. If Juli took time to know Sherry, she might think of her in an entirely different way.

### Activity:

Write a character description for Sherry. Use the graphic organizer that is included on the following page to help organize your thoughts and visualize how all the information you are filling in about Sherry works together to make her who she is. In the graphic organizer, focus on Sherry's actions in the movie, her appearance, how she treats others and Sherry's feelings. Use these details that you explore within the graphic organizer to develop a character description for Sherry. Within the character description, give Sherry a back story. Some of the following questions will be helpful to answer.

- What is her family like? Does she have any siblings?
- Where does she live?
- Is she close with her family members?
- What are her extra-curricular activities?

In your character description provide some insight into Sherry's life and what might cause her to act a certain way.

Once you've written your own ten-sentence description of Sherry, get into small groups of three or four. Read your descriptions of Sherry to one another. You'll be surprised by how many potential reasons there could be for Sherry's character traits (or flaws, according to Juli).

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Module Two: Judgments and Prejudices  
Section One: What's Their Story?



ACTIVITY

## Graphic Organizer

**ACTIONS**

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**SAYS**

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**FEELINGS**

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**APPEARANCE (LOOKS)**

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## Module Two: Judgments and Prejudices

### Section Two: A Sum of Their Parts



*As a group or individually, read the section of the script below and then take part in the discussion and activity that follow.*

RICHARD

What's going on with you and Bryce Loski?

JULI

What do you mean? Nothing.

RICHARD

Okay. My mistake.

JULI

Why would you even think that?

RICHARD

No reason. It's just that you talk about him all the time.

JULI

I do?

RICHARD

Umm-hmm.

After a beat...

JULI

I don't know. It's something about his eyes, or maybe his smile.

RICHARD

But what about him?

JULI

What?

RICHARD

You have to look at the whole landscape.

JULI

What does that mean?

RICHARD

A painting is more than the sum of its parts.



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## Module Two: Judgments and Prejudices Section Two: A Sum of Their Parts



Juli still doesn't understand.

RICHARD

A cow by itself is just a cow. The meadow by itself is just grass and flowers. And the sun peeking through the trees is just a beam of light, but put them all together, and it can be magic.

*Screenplay by Rob Reiner & Andrew Scheinman, based on the novel by Wendelin Van Draanen*

### Discussion

Juli has a difficult time understanding what her father means when he talks about something being more than the sum of its parts. Do you understand what Juli's dad means?

1. What is a sum?
2. To what parts do you think Juli's dad is referring?
3. What would be considered "more" than the sum?
4. At times Juli thought that Bryce was more than the sum of his parts. What do you think about Bryce? At the beginning of the story did you think he was more than the sum of his parts? How about at the end of the movie?
5. Is there someone in your life who is more than the sum of his or her parts? Use the activity on the next page to explore how this person is more than the sum of his or her parts.



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## Module Two: Judgments and Prejudices Section Two: A Sum of Their Parts



### ACTIVITY

Think of someone in your life who is more than the sum of his or her parts, and then use the outline below to explain the different parts that make the person who he or she is.

An example using Bryce's grandfather Chet has been done for you.

- Chet's gardening gloves represent his hard work and helping hand to those in need.



- The wedding ring on Chet's finger represents his love for his late wife and his appreciation of Juli's passion, which reminds him of his wife.
- On his head he wears glasses, which he uses when reading the paper and learns about Juli's strong will.
- The slippers Chet wears are quiet, which symbolizes his gentle nature and the way his quiet character can sneak up and surprise others with his kind actions.

Each of these different qualities come together to make Chet the kind and compassionate person he is. These traits help define his devotion to those he loves as well as his considerate nature.

Now use the outline on the next page to develop and draw the parts of the person in your life who is more than the sum of his or her parts. If you have spare magazines, you can cut out pictures and paste them on the figure as well. When you are finished, explain to others in your group who this person is, what each picture represents and why you feel like this person is more than the sum of his or her parts.

What are some other body parts to which you could add items? Here are some ideas.

- Neck
- Arms
- Waist
- Hair
- Legs
- Fingers and toes

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Module Two: Judgments and Prejudices  
Section Two: A Sum of Their Parts



ACTIVITY



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## Module Two: Judgments and Prejudices Section Three: Dealing with Differences



### Discussion

Bryce couldn't stand Juli at first. However, his views on her changed, and they changed drastically. As Bryce's views changed, so did his actions and treatment of Juli. Why do you think Bryce disliked Juli at first?

1. How was Juli different from Bryce?
2. What changed Bryce's feelings about Juli?
3. How did Bryce's family shape his ideas? How did Juli's family shape hers?
4. We all make mistakes about the character of certain people in our lives. Has there been a time in your life when you realized something about someone that you didn't already know?
5. After learning more about someone, did you change the way you thought about and acted towards him or her? How?

*Flipped* is a film that deals with people who have differences because they have grown up with different parents and a different understanding about what is important in life. However, all the characters in *Flipped* come from very similar religious and racial backgrounds. Since the 1950s and '60s, the cultural diversity of America has increased dramatically, allowing us to have the opportunity to have friends and acquaintances who have more differences than the characters in *Flipped*. Look around you. There are probably a wide variety of people who are remarkably different than you because you come from various cultures, races and religions.

1. How much do you know about those around you? Do you let your differences stand in the way of building strong relationships, or do you use your differences to help you celebrate the unique qualities that everyone has to offer?
2. What are the differences between you and your friends? How do these differences impact your relationship?
3. What are the similarities between you and your friends?
4. If you and your friends come from very different religious, racial or cultural backgrounds, do you ever talk about these differences? Taking the time to learn about different backgrounds from those with whom you are the closest is a wonderful way of better understanding and celebrating your differences.



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## Module Two: Judgments and Prejudices Section Three: Dealing with Differences



There are people in your lives who are different from you because they come from a different background. However, your grandparents, great aunts or uncles and older neighbors all potentially lived during a completely different era! These people may even have grown up during the era when the movie takes place. Use the following questions to learn more about these differences.

1. How do you think the era during which your grandparents, great aunts and uncles or other older acquaintances grew up influenced their perspectives?
2. Is it important to take into account someone's age when interacting with him or her?
3. Why might Bryce have had difficulties talking to and understanding his grandfather early in the story?
4. Why do you think Juli got along so well with Chet right off the bat?

There are also differences such as disabilities. Some people have physical disabilities, some have emotional disabilities and some people have learning disabilities. This does not make anyone less of a person, it just means different people have have different obstacles. In addition to the obstacles these individuals have, their family members also deal with obstacles. We saw this in the relationship between Juli's dad and his brother, Daniel. The scene where we learn what happened to Daniel to cause his situation is a very important one. It shows us that we should not judge a person, especially without any additional knowledge about that person.

1. How did Bryce's dad feel about Daniel initially?
2. How did Bryce's dad feel about Daniel when he learned how he became disabled?
3. Why did Bryce's mother get so upset when she found out about Daniel?
4. How do you suppose Bryce's mother's reaction made Bryce feel when he learned about his own birth?

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## Module Two: Judgments and Prejudices Section Four: Peer Pressure and Outside Influence



Bryce's grandfather was frustrated with Bryce because he was afraid to stand up to the opinions of other people and was pressured into taking those opinions as his own. Even when Bryce had different opinions than others, his actions did not align with his thoughts and beliefs.

At one point in the story, Juli overhears Bryce talking in the library about her uncle, Daniel. Bryce's friend Garrett mentions that it's no wonder someone in Juli's family is disabled, implying that there is something wrong with the rest of Juli's family.

1. What does Bryce do in this situation?
2. Would you have dealt with that conversation any differently? How?
3. How does Juli feel about Bryce after she overhears the conversation? Was she justified in feeling this way?
4. What would have been the best way to respond to the situation in the library from the perspectives of Bryce, Garret and Juli?
5. Has a similar situation ever happened to you? In this situation, were you in Bryce's shoes, Garrett's shoes or Juli's shoes?

The library situation outlined above is an example of peer pressure. Peer pressure is when your peers (people like you) convince you to act a certain way. Not only was Bryce pressured by Garret, but he was also pressured by his father. Although Bryce's father is not considered Bryce's peer, he is a remarkably strong influence on Bryce.

1. Why do you think Bryce refused to stand up to his father even though he often didn't agree with the things his father said?
2. Have you ever heard an adult (parent, grandparent, aunt, uncle, friend) say something that was rude and/or untrue? Did you speak up? Why or why not?
3. Even though Bryce and Lynetta are siblings, they respond to their father in different ways. What are the different ways Bryce and Lynetta respond to and interact with their father? What impact does this have on their father?



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## Module Three: Finding Your Passion



Note to the Facilitator:

Both Bryce and Juli experience an epiphany, or moment of clarity. Juli's father would probably say this moment was when each of them realized their passion. Juli found her passion at the top of a sycamore tree when she felt like she could finally see the "entire picture." She loved that sycamore and it became a part of her life.

Bryce went through a few smaller moments. The picture of Juli in the paper made him acknowledge her strength and conviction; and made him realize how much he actually cared about her. His actions following the demise of Juli's sycamore probably surprised him as much as they surprised her. He had found his passion in Juli.

This section will discuss how finding passion is different for everyone.

### Objectives for Youth

- Identify unique activities and topics about which you are passionate.
- Describe a personal epiphany or moment of clarity.

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## Module Three: Finding Your Passion Section One: A Moment of Clarity



Juli's moment of clarity seemed to happen all at once while Bryce's realizations happened bit by bit, until his ideas and feelings about his family, friends and Juli had slowly transformed. Juli's catalyst for her moment of clarity was the sycamore tree. When she climbed the tree she felt like she finally saw and understood the big picture.

### Discussion:

1. Why do you think Juli had a major life-changing moment and Bryce's changes did not happen all at once?
2. What were some of the smaller turning points in the story for Bryce?
3. What are some of the smaller moments of clarity that Juli experienced?
4. Why did Juli get so frazzled when she discovered Bryce's feelings after her moment of clarity helped her feel so sure about so many things?
5. Have you ever had an epiphany? What did you realize? Did something inspire this moment (like the view from the sycamore tree)? What?





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## Module Three: Finding Your Passion Section Two: Do What You Love




### ACTIVITY

In the story, Juli was very active and made sure she didn't miss out on any opportunities. She raised chickens because her teacher encouraged her. She sold eggs. She did well in school. She climbed trees. She even did manual labor in her yard and enjoyed it!

Think about some of Juli's passions, and then consider what it is you really love to do.

### Activity:

Keep a journal of everything you do in a week. Use the worksheet on the next page to record your daily activities. Whatever you do, jot that activity down and record how much time you spent doing it. If it was an activity you did because you wanted to, place a plus sign next to it. If it was an activity your parent, guardian, teacher or babysitter told you to do, put a check next to it.



*cooked spaghetti - 30 min  
played ping-pong - 20 min  
rode bike to Joe's - 10 min*

- At the end of the week, go through and decide which activities you enjoyed.
  - Circle the activities you enjoyed doing.
  - Cross out the activities you didn't enjoy (just one line so you can still read it).
  - Make a new list of all the activities that are circled, and then figure out how much time you spent doing those activities.
  - Are there any activities that you circled that were requested by someone else, or were most activities you wanted to do?
- 
- Did you spend more time on the activities you enjoyed than the ones you didn't enjoy? Was this by choice?
  - Are there things that showed up on this list that you would have expected to be there?
  - Is there something that you would have expected to be on this list that was not? What?

This list that you have completed gives a lot of insight into activities that you enjoy whether you know it or not. As you get older and start imagining the things you'd like to do for a job, it's important to look at what you know you enjoy. Would someone who rock climbs four days a week like a job where he or she sits at a desk eight hours a day? Possibly, but it's something to think about.



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Module Three: Finding Your Passion  
Section Two: Do What You Love



## ACTIVITY

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Activities  
I enjoyed



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## Module Four: Take Action



Note to the Facilitator:

Juli is a passionate character, inspired by the people and things around her. Her passion is an inspiration to young people everywhere to engage in the world around them.

Juli loved her sycamore tree more than any one thing, especially after it opened up her view of the world. When she realized it was being cut down she climbed the tree and refused to get down, hoping this would save her beloved tree. Ultimately, Juli was unable to save the sycamore. The trouble was that she was just one person. There weren't enough people helping to support her cause.

Juli also felt real kinship towards Chet, a man who was much older than her, but offered her a helping hand of friendship. It is rare that a younger person feels so comfortable talking to an older person, and especially about his or her past.

The following section focuses on youth taking real action and making positive changes in the places they live.

### **Objectives for Youth**

- Learn from a real life inspiration.
- Make a difference in the community with a beautification project.
- Interview a person from an older generation in order to better understand a snapshot of history.

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## Module Four: Take Action Section One: Real Life Inspiration



Madeline Carroll isn't much different than her inspirational onscreen character, Juli Baker, in *Flipped*. Madeline took time to sit down with the F.I.L.M. team to discuss some similarities between herself and Juli, as well as to highlight why she chooses to be involved with select service organizations, sharing her time and talents with causes that are important to her.

***Your character Juli is a really strong, bold character. Are there any similarities between you and Juli?***

We're similar in the way that even when the girls [in the movie] are mean to Juli, she's not really that mean back. She's not exactly the popular girl. She's not exactly the nerd. We're kind of similar in that way, too. I was always friends with everybody. I wasn't really mean or anything. [We are like one another in] simple ways like that.



***From trying to save the sycamore to undertaking the beautification of her front yard, Juli sets a tremendous example for young people by giving her time and effort to causes that are bigger than she is. Like Juli, do you support a cause through service or advocacy?***

I actually support two organizations. One is Zoe International Ministries and one is called Mutual Faith Ministries. They are organizations that rescue kids from child slavery and prostitution. Mutual Faith rescues and helps kids who are poor in different countries.

I'm really big on [standing up against] kids being abused and enslaved for no reason. I think that's just so sad because they have no way to control why they are there.

***Is there anything that really opened your eyes to being involved in these organizations?***

Well, my parents keep me really grounded. Whenever I would get mad or upset, my mom would [remind me] I don't have it that bad. Then I would think about it. You've just got to step back and realize what you have. I'm Christian. These organizations are through my church, and that's how I got involved.

***Thanks for being a real life inspiration, Madeline!***



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## Module Four: Take Action

### Section Two: Saving the Sycamore



In the film, Juli's sycamore tree was cut down. Although Bryce didn't try to help her save the tree because he didn't understand her connection to it, he later tried to fix the problem by planting a new tree. Juli recognized that the sycamore from Bryce would grow tall and strong; and in one hundred years it could be as magnificent as her beloved tree that was destroyed.

### Activity

#### Plant a Tree!

Planting a tree can be harder than it looks because trees are often big and expensive. If they aren't planted correctly they can die within the first few years. Make sure to follow these instructions so that you have the best possible success when planting your own tree.

1. Find a place to plant your tree. If it's on private property, make sure you ask permission of the owner of the property. If it's in a park, make sure to contact the parks department to ask permission. You must ask permission to plant a tree wherever it goes.
2. Research the types of trees that grow in your neighborhood. What would be the best tree for this spot? Look for something native to the area and something that will fit well with the surroundings. Many beautification programs in cities are great places to contact. You can often get a free tree from them as well!
3. Dig the hole – The hole should be as deep as the root ball and twice as wide. The soil around it should be loose. If it's not, then break the soil up with a shovel.
4. Remove the root ball from the container, if it's still in one. Make sure the roots have been untangled.
5. Put the tree in the hole. If there is burlap around the roots, untie it and leave it sitting in the bottom of the hole.
6. Fill in the hole with dirt and make sure the dirt is packed tight. Step on the dirt, or smash it with your hands. Do what you can to prevent any air pockets in the soil around the roots.



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## Module Four: Take Action

### Section Two: Saving the Sycamore



7. Make a shallow well at the base of the tree to hold water, and then give your tree a good soak to start it on its journey!
8. Name your tree and make sure to visit it regularly. It needs a lot of water (2 gallons each week, unless otherwise instructed) its first year, and it should be mulched.

There are many other beautification projects with which youth can get involved, including graffiti removal, cleaning local parks and planting community or container gardens. Please visit these sites for more ideas:

American Forests

[www.americanforests.org](http://www.americanforests.org)

Arbor Day Foundation

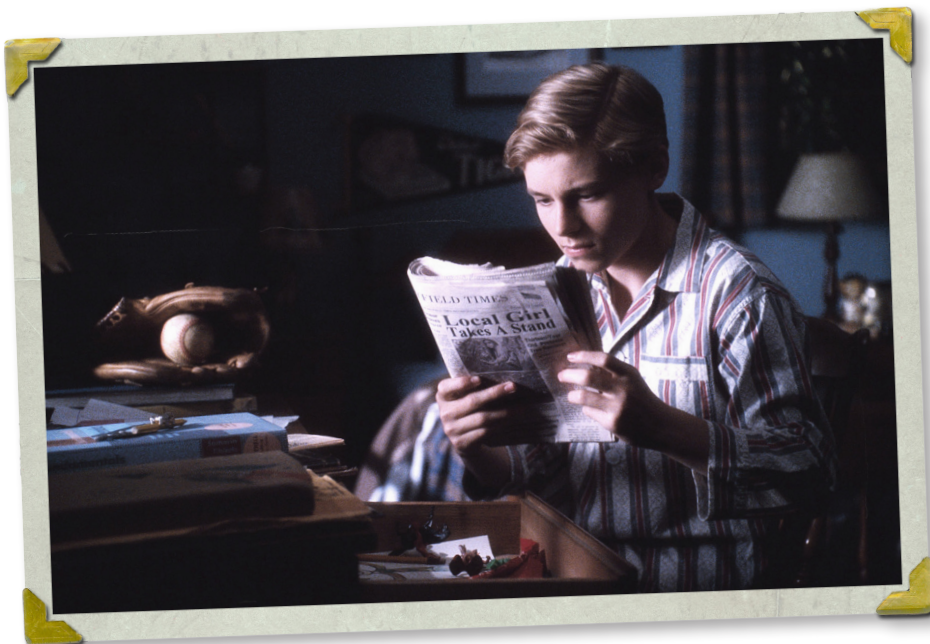
[www.arborday.org/programs/volunteers/states.cfm](http://www.arborday.org/programs/volunteers/states.cfm)

Keep America Beautiful

[www.kab.org/site/PageServer?pagename=getinvolved](http://www.kab.org/site/PageServer?pagename=getinvolved)

Kids Gardening!

[www.kidsgardening.com](http://www.kidsgardening.com)





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## Module Four: Take Action

### Section Three: Multi-generational Understanding



#### ACTIVITY

Bryce and Juli have different relationships with Chet. Chet is Bryce's grandfather but Bryce doesn't talk to him for what seems like years of his life. Chet sits in the living room looking out the front window, but Bryce doesn't take the time to talk to him. This is in stark contrast to how Juli responds to Chet. As soon as he starts talking to Juli in her front yard, she is friendly and eager for him to help her. She asks Chet about his family and his life. Chet truly enjoys being around Juli. It never occurred to Bryce that his grandfather might have something interesting or valid to say, but Juli knew differently.

It is important for different generations to keep an open line of communication to create a better sense of understanding. Older generations are the best source of our history; they are, in fact, a primary source. Most people are very excited to share their personal history with others who are interested. This activity will get you involved in your family or community, and you will learn a valuable history lesson.

#### Activity:

Conduct an interview with an older person in your community. You can either do this with someone who lives at home or is a member of your family (or even a neighbor). Alternatively, as a group, you can visit a retirement home and interview residents there.

Before your interview, make sure that you have questions written down. Supplement the questions on the interview sheet on the following page with some of your own. When you ask questions it helps to be specific.

If you have access to a digital, tape or video recorder, this is a great way to archive the interview so that it lasts forever. If you do not, make sure that the interviewee takes his or her time answering questions so that you have time to write. You may need to have the interviewee repeat some things.

Use the questions on the next page to get started! Use the back of the worksheet to record the answers to the questions you create on your own!



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## Module Four: Take Action Section Three: Multi-generational Understanding



### ACTIVITY

When and where were you born?

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What are some of the earliest national or world events that you remember happening?

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What did your parents do for a living?

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What was your first job?

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What kind of music did you listen to? What was your favorite song?

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What were you interested in when you were in school?

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Without the internet or cell phones, what was it like to communicate with other people?

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Tell me about your first love. Did it last?

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## Post Program Evaluation



Dear Group Facilitator,

Please take a few moments to answer the questions in the evaluation for the *Flipped* Discussion Guide at [www.youthFILMproject.org](http://www.youthFILMproject.org) and click on "Evaluations." We value your feedback, and your comments and stories can inspire others and keep the F.I.L.M. Project alive.

Please visit [www.youthFILMproject.org](http://www.youthFILMproject.org) at the completion of this curriculum and tell us what you think. You can also send your stories to [FILMinfo@trulymovingpictures.org](mailto:FILMinfo@trulymovingpictures.org).

Thank you for your support!

Sincerely yours,

*The FILM team*

The F.I.L.M. Team  
[filminfo@trulymovingpictures.org](mailto:filminfo@trulymovingpictures.org)