

#9918

THE TEEN FILES FLIPPED: GUN AWARENESS

AIMS MULTIMEDIA, 2002

Grade Level: 9-13+

21 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Hot-tempered Nick feels powerful with a gun and is ready for challenges; Maurice sees nothing wrong with shooting bullets into the air. A 24-hour camera follows them as they are "flipped." Nick is assigned to an emergency room surgeon, and Maurice is placed with a homicide detective. Both are confronted with death as each one faces the connection between high-risk behavior and its consequences. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Knows essential concepts and practices concerning injury prevention and safety
 - ◆ Benchmark: Knows strategies for solving interpersonal conflicts without harming self or others (See INSTRUCTIONAL GOALS 1 and 2.)
- Standard: Knows how to maintain mental and emotional health
 - ◆ Benchmark: Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication) (See INSTRUCTIONAL GOALS 2 and 3.)

INSTRUCTIONAL GOALS

1. To understand the effects of gun violence.
2. To develop a perspective that respects the dignity and worth of all people.
3. To depict how dignity and respect for self and others can replace violence.

BACKGROUND INFORMATION

In this video from the explosive, award-winning series called *The Teen Files Flipped*, two American teenagers confront their attitude toward their use of guns as they witness the grisly and heartbreaking aftermath of violence on victims, parents, and themselves. Nick, who thinks a gun makes him a man, becomes a doctor for the day. Maurice, who likes to shoot guns up into the air for fun, becomes a homicide detective for the day.

VOCABULARY

- | | |
|--------------------------|----------------|
| 1. altercation | 8. innocent |
| 2. assault | 9. postmortem |
| 3. coroner | 10. stray |
| 4. detective | 11. trajectory |
| 5. dispatch | 12. trauma |
| 6. fatal wound | 13. victim |
| 7. homicide investigator | 14. violence |

BEFORE SHOWING

1. Define “power” in relation to people. Explain the difference between real and false power. Give examples of false and real power.
2. Discuss how young people may become involved with guns. Describe any personal experiences with guns.
3. Discuss why the video is called *The Teen Files Flipped*. Explain the premise of the video.

AFTER SHOWING

Discussion Items and Questions

1. Describe Maurice’s and Nick’s attitudes and behavior at the start of the video. Include how each feels when he holds a gun and where each teen does his shooting.
2. For the flipped day, what do each of the teenagers become? How do they react to this “flipped” experience initially?
3. Describe the patients that Nick sees in the hospital.
 - a. How does seeing their injuries impact Nick?
 - b. What do the doctors tell Nick about gunshot wounds?
 - c. To which patient does Nick become attached? What happens to Travis and how does this impact Nick?
4. Describe the crime scene that Maurice investigates with his partner.
 - a. How does Maurice deal with the dead body?
 - b. Why is the detective puzzled by the crime scene evidence?
 - c. What do they gather at the crime scene that may help them find the shooter?
5. What does the coroner tell Maurice and the detective about the girl’s death? What do they conclude from that?
6. Describe what happens when Maurice and the detective visit the girl’s mother at home. Discuss how this affects Maurice.
7. Discuss Nick’s trip to the grief support group meeting.
 - a. Describe the incident in the parking lot and how Nick handles it. Discuss whether Nick would have handled this the same way prior to his hospital visit.
 - b. Discuss how the other people’s stories affect Nick. Discuss how they affect you.
 - c. Describe the scene in the stairwell after the grief support session. Discuss how likely it would be for this to happen in your community.

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

8. How is Maurice implicated in the murder of the girl?
9. Discuss the real-life stories that the actors tell to the teens. Explain how acting in this video might be beneficial for them and for society.
10. Explain what the “psycho” actor meant by the statement, “Guns don’t make you a man.” Discuss what defines a “real” man or a “real” woman.
11. Describe what impact this flipped experience may have on the two teens. Discuss whether or not they will likely use guns again.

Applications and Activities

1. Research various gun violence-related topics. Create a Web page linked to the school’s Web site to present the information or submit it to the school newspaper. Consider:
 - a. The effects of gun violence.
 - b. Gun violence and the media.
 - c. Gun violence and music.
 - d. Recommended organizations and Web sites against gun violence.
 - e. What you can do to avoid or reduce incidents of gun violence.
2. Using a variety of materials, create art projects expressing feelings toward guns and violence or representing a commitment to a violence-free world. Display the art work.
3. Analyze the lyrics from various current artists and genre for violence.
 - a. Discuss whether or not the lyrics glorify violence.
 - b. Explain how violence-glorifying lyrics might affect society.
 - c. Debate whether or not students should buy music from artists who glorify violence.
4. Create personal journals. Use the journals as a way to deal with anger, sadness, and other feelings. Share stories of people who have dealt with tragedy through writing.
5. Invite a coroner to speak to the class about the effects of a bullet on the human body. Consider getting permission first from the school administrator and/or the parents.
6. Write and prepare skits for younger audiences on gun awareness and how to reduce incidents of gun violence. Perform the skits for younger students.
7. Consider reactions to high-pressure situations. Write or discuss healthy reactions to various scenarios. (See INSTRUCTIONAL GRAPHIC.)
8. Discuss conflict resolution. Create scenarios for children to role play so that they know how to respond in healthy ways to a potentially violent situation.
9. Research peer mediation programs, including how to implement one.
10. Invite a law enforcement officer to speak with your class on the rules and laws governing violence and the consequences of violating them.
11. Do a survey (if allowed) of students’ knowledge of guns or other weapons on the school campus. Share and analyze the results. Consider asking the following questions:
 - a. On a scale of 1 to 5, how easy is it for a young person to obtain a gun? (1=extremely difficult; 5=extremely easy)
 - b. Do you know where or how to obtain a gun?
 - c. Have you seen a young person carrying a gun?

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

- d. Have you seen a student bring a gun or any other weapon to school?
- e. Would you tell a trusted adult if you saw a student bring a gun or other weapon to school?
- f. Do you worry about violence at school?
- g. Do you feel safe at school?
- h. Would you support a rule that required all students to have their backpacks checked and/or required students to pass through a metal detector upon entering school?

CMP RELATED RESOURCES

- [Bullets Have No Names On Them #3015](#)
- [Firearm Safety Begins At Home #1970](#)
- [Handguns Made For Killing: Not For Kids #3613](#)
- [Teens And Guns: Preventing Violence #3671](#)

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=2658-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 CITIZENS' CRIME PREVENTION CAMPAIGN

<http://www.weprevent.org>

This Campaign, the first public education program on crime prevention, is designed to stimulate community involvement. The site has publications for kids and adults, media spots, other resources, success stories, and ways for people to help.



- **JOIN TOGETHER ONLINE**



<http://www.jointogether.org/home>

This site has a comprehensive collection of resources on gun violence. It includes sections on taking action, a database on all aspects of gun violence, current news articles, and finding help for survivors, and others.

- **THE COALITION TO STOP GUN VIOLENCE**

<http://www.csgv.org>

This is a coalition of 46 national organizations focusing on changing laws to reduce gun deaths. Site includes current issues and campaigns, how to get involved, and a large research database.



- **PEACEBUILDERS**

<http://www.peacebuilders.com>

This is a community-based program done in schools to change the entire school climate to a peaceful, productive, and safe place. The site provides information about the program, research, a store, and a kid's site.

INSTRUCTIONAL GRAPHIC

- **WHAT WOULD YOU DO?**

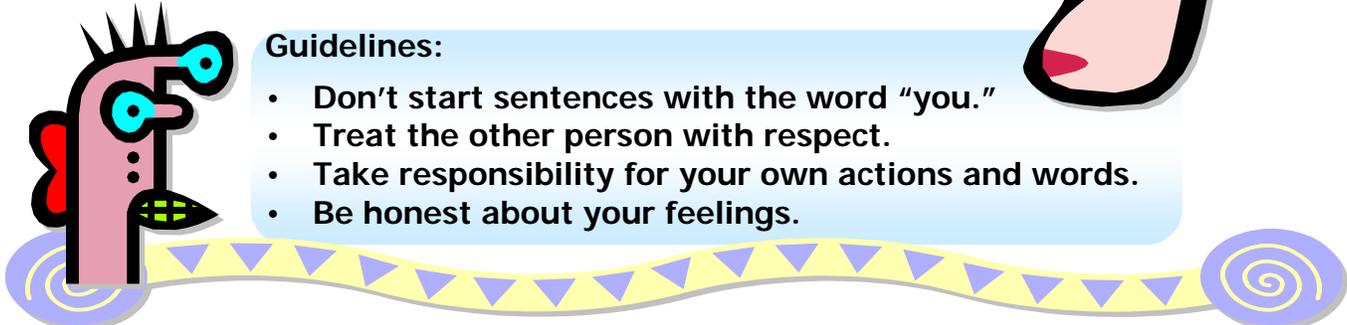
What Would You Do?

To make healthy choices in high-pressure situations, it's helpful to think of options beforehand. Read the numbered scenarios, and write your response on the line after each one. Use the following guidelines to help you.



Guidelines:

- Don't start sentences with the word "you."
- Treat the other person with respect.
- Take responsibility for your own actions and words.
- Be honest about your feelings.



1. Someone makes fun of your art project. _____

2. Someone intimidates or threatens you. _____

3. Someone calls you a derogatory name. _____

4. A student pushes his/her way to the front of the line. _____

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5. A student insults a person of another race or religion. _____

6. Someone accuses you of taking their pen when you didn't. _____

7. Two friends are interested in dating the same boy or girl and start fighting. _____

8. Someone is intimidating or threatening a person who is smaller or weaker. _____

9. Your calculator is missing, and you have a good idea who took it. _____

10. You have been assigned to do a group project, but one or two people in your group aren't doing their fair share of the work. _____



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