

#9921 THE TEEN FILES FLIPPED: RACISM

AIMS MULTIMEDIA, 2002

Grade Level: 9-12

21 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Chris has a "live-and-let-live" attitude toward racism; Michael admits he hates minorities. These teens have a 24-hour on-camera experience that forces them to face their personal prejudices in unexpected ways. Both become victims of hate crimes. Each must reevaluate their positions when Chris becomes the object of racist attitudes, and Michael defends the young African-American boy he's mentoring. Reality-based format. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Civics—What are the Basic Values and Principles of American Democracy

- Standard: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
 - ♦ Benchmark: Knows conflicts that are caused by diversity (e.g., unfair discrimination on the basis of race, ethnicity, religion, language, and gender; alienation of one group from another; efforts to impose beliefs and customs on others) (See INSTRUCTIONAL GOALS 4.)
 - ♦ Benchmark: Knows ways in which conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy) (See INSTRUCTIONAL GOALS 2 and 3.)

Subject Area: Health

- Standard: Knows essential concepts and practices concerning injury prevention and safety
 - ♦ Benchmark: Understands how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors) (See INSTRUCTIONAL GOALS 1.)

INSTRUCTIONAL GOAL

1. To illustrate the social, emotional, and physical effects of racism and hate.
2. To examine ways to reverse or overcome racist attitudes.
3. To explore how getting to know people of different backgrounds can build tolerance and acceptance.
4. To show the various attitudes and emotions surrounding racist actions and crimes.

BACKGROUND INFORMATION

In this video from the explosive, award-winning series called *The Teen Files Flipped*, two American teenagers who openly express distrust and dislike for minorities must confront their prejudices and reevaluate their feelings. Chris is invited to join some record promoters as they listen to a new band, and he meets rap superstar Coolio. Michael is asked to be a mentor for an African-American boy.

VOCABULARY

- | | | |
|-----------------|-------------------|-----------------------|
| 1. bigotry | 6. mentor | 11. tolerance |
| 2. discriminate | 7. probation | 12. victim |
| 3. hate crime | 8. promoters | 13. white supremacist |
| 4. iron cross | 9. racially mixed | |
| 5. Jewish | 10. racism/racist | |

BEFORE SHOWING

1. Discuss the meaning of the term *hate crime*. Share examples of actual hate crimes.
2. What things about other people make you angry? Are these things character traits of the other people or are they related to ethnic, racial, religious, political, or lifestyle differences?

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video when Chris's actual crime scene footage is shown. Point out that this is true video footage.
3. Pause the video at the reference to the iron cross symbol. Point out the symbol for clarification and discuss what it represents.
4. Pause the video when Chris's sister is introduced. Clarify the relationship.

AFTER SHOWING

Discussion Items and Questions

1. Describe Chris's and Michael's attitudes and prejudices at the beginning of the video. Do you know people who believe the same things and act the same way?
2. What were Chris and Michael told they would be doing on their "flipped" day? How did they feel about this initially?
3. Why did Michael feel uncomfortable when he arrived at the youth center?

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

4. Who did Chris meet at the recording studio? What happened to Coolio's vehicle in the studio parking lot? Who did he blame and why?
5. What was Chris's main concern about hanging out with racist music promoters?
6. What racially motivated incident happened at Mike-Mike's house while they were working outside on their egg drop project? How did this make Michael feel and why?
7. What happened during Mike-Mike's basketball game? How did Michael feel about this incident?
8. Describe what happened while Chris and the music promoters were at the restaurant. Explain Chris's feelings about this incident.
9. What did the police tell Michael when he arrived at Mike-Mike's house? What was his reaction?
10. What did Chris believe had happened to his sister? What was his reaction?
11. What happened to the real children of the woman who pretended to be Mike-Mike's aunt? How did Michael react to this news and the news that Mike-Mike was not hurt?
12. Why did the police question Chris about the hate crime? How did he react to this? What was his reaction when his sister returned? Why did she participate in this "flipped" activity?
13. What lesson did Coolio say Chris should learn? Did Chris agree? Do you think he will stop hanging around with racists? Have his attitudes about racism changed? Explain.
14. Do you think Michael will change his thinking about minorities after his experience? Do you think he will contact Mike-Mike or Kariem in the future? Explain your answer.

Applications and Activities

1. Choose one of the main characters in the video and write a letter to them explaining your feelings about their role in the story.
2. Research local hate crime laws and the specific penalties for various offenses. Discuss the findings. How you would feel if you were arrested or jailed for a hate crime?
3. Debate the issue of racial integration versus racial segregation.
4. Survey other students, family members, and people in the community about racism. Share and discuss the results. Consider the following questions:
 - a. Do you think racism or other prejudices are present in our school or community? Why?
 - b. Have you had a personal experience with racism in the last year? If so, what happened?
 - c. Do you think racial and ethnic relations will improve in the future or get worse? Why?
5. Create a mural about the possible effects of racism and hate at school. Work cooperatively, share ideas, and discuss the meanings behind the images.
6. Choose one of the following topics and write a journal entry describing what a typical day would be like. Share the stories. Discuss what these situations have to do with racism.

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

- a. You have blue eyes. You go to a new school where everyone hates people with blue eyes. They think everyone with blue eyes is lazy and unintelligent.
 - b. One person in your school is caught cheating on a test. From that day on, people say things like, "Everyone at that school cheats."
 - c. You are an intergalactic ambassador to another planet. The citizens of the planet only know about humans from watching war movies and think they are all violent.
7. Research and report on famous people who worked hard to help others open their minds and accept new ideas. Consider:
- | | |
|----------------------------|----------------------|
| a. Harriet Beecher Stowe | e. Jackie Robinson |
| b. Susan B. Anthony | f. Robert F. Kennedy |
| c. Martin Luther King, Jr. | g. Mohandas Gandhi |
| d. Caesar Chavez | |
8. Research topics related to racism or prejudice, such as the Holocaust, the civil rights movement, the Ku Klux Klan, the neo-Nazi skinhead movement, hate on the Internet, etc.
9. Role-play or write responses to situations involving racism or prejudice. Try to use respectful language to take a stand against racism. Possible situations include:
- a. At lunch, one of your friends tells a joke insulting Jewish people. No one knows you are Jewish. Everyone laughs except you, so a friend asks what is wrong.
 - b. You become friends with a new girl in class who is racially mixed. Your other friends don't like her. They make jokes and say hurtful things. One day she cries.
 - c. Your cousin goes to a school with conflicts between racial groups. He visits you and tells a racial joke his friends told him. You know his friends.
10. Complete the activity "Exposing Racism." (See INSTRUCTIONAL GRAPHIC.)

CMP RELATED RESOURCES

- [*Dealing With Bigotry And Stereotypes #9695*](#)
- [*Make A Difference #3377*](#)
- [*Make A Move #3378*](#)
- [*Prejudice: The Monster Within #3500*](#)
- [*The Teen Files Flipped: Tolerance #9926*](#)

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.

- **FIGHT HATE AND PROMOTE TOLERANCE**

<http://www.tolerance.org>

This comprehensive site by the Southern Poverty Law Center has current news articles and sections on Tolerance Watch (which has a U.S. map showing active hate groups), Do Something (with tips for action) and Dig Deeper (with tests for hidden biases). It also has separate sites for teachers, parents, teens, and kids.

- **THE CIVIL RIGHTS COALITION FOR THE 21ST CENTURY–HATE CRIMES**

<http://www.civilrights.org/issues/hate>

Includes a Status report with historical information and Why You Should Care with general information and many links, including some to FBI reports and statistics.

- **YOUTH WEB ONLINE**

<http://www.youthwebonline.com>

This site by and for youth has basic hate crime information, as well as a glossary of terms and a large selection of recommended books listed by category.

- **HUMAN RIGHTS WATCH**

<http://www.hrw.org>

This organization defends human rights worldwide. It covers many different forms of racism in countries all over the world and has a large database of articles and information.

- **AIMS MULTI-MEDIA**

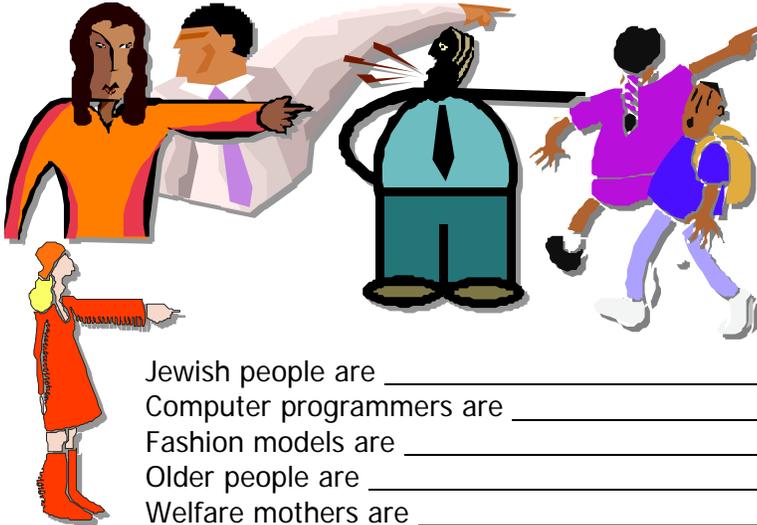
<http://www.aimsmultimedia.com/titles/title.php3?code=2666-EN-VID>

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 test, and other activities.

INSTRUCTIONAL GRAPHIC

- **EXPOSING RACISM**

Exposing Racism



1. Finish each statement below with the first words that come to mind. This is just an exercise, so be honest. Just because you write something down, doesn't necessarily mean you believe it.

Jewish people are _____.
Computer programmers are _____.
Fashion models are _____.
Older people are _____.
Welfare mothers are _____.

2. Can you think of other statements like the ones above? If so, what are they?
3. Where do you think you heard the statements you wrote down—from your family, friends, life experiences, television, movies, the news, or a combination? Explain your answer.
4. Choose one of the phrases you wrote down for question #1 or question #2. Research the subject to learn more about it. Search for statistics, stories, and facts to disprove the prejudiced statement. For example, if you wrote the statement "Blond women are usually dumb," you might find a story about a blonde woman who won the Nobel Prize for Chemistry. Summarize your information in a brief report.

*To be prejudiced means to "prejudge" without having any information.
The more information we have, the less likely we are to be prejudiced.*

Captioned Media Program