



#10038

THE TEEN FILES FLIPPED: DOING HARD TIME

AIMS MULTIMEDIA, 2002
Grade Level: 9-12
21 mins

DESCRIPTION

Jonathan, who has time spent in juvenile detention, has a rap sheet and an uncaring attitude. Tina, a girl who likes to fight, has trouble controlling her temper. Both teens "flip" for 24 hours into a state prison where Tina learns she's been scheduled for execution for murder. Jonathan and Tina experience harassment, sexual intimidation, and a real taste of prison life. The revelations of inmates and the teens' personal responses lead them to resolve to change. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Civics—How Does the Government Established by the Constitution Embodify the Purposes, Values, and Principles of American Democracy?

- Standard: Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights
 - ◆ Benchmark: Understands how the rule of law makes possible a system of ordered liberty that protects the basic rights of citizens (See INSTRUCTIONAL GOALS 2.)

Subject Area: Life Skills—Self-Regulation

- Standard: Performs self-appraisal
 - ◆ Benchmark: Determines explicit behaviors that are used and should be adopted to obtain wants and/or needs (See INSTRUCTIONAL GOALS 4.)

Subject Area: Life Skills—Working with Others

- Standard: Displays effective interpersonal communication skills
 - ◆ Benchmark: Displays empathy with others (See INSTRUCTIONAL GOALS 3.)

INSTRUCTIONAL GOALS

1. To provide an insider's look at life in prison and show that there is nothing glamorous or enjoyable about spending time in prison.
2. To illustrate the possible consequences of unlawful behavior by teens.
3. To reveal the painful consequences for victims' families and emphasize that for many crimes, there's no way to undo the wrong.
4. To encourage teen offenders to reevaluate their attitudes and their lives and to change them for the better.

BACKGROUND INFORMATION

In this video from the explosive, award-winning series called *The Teen Files Flipped*, two American teenagers experience the inside of a prison for the day. Both have a series of emotional experiences that may change their lives for the better.

VOCABULARY

- | | |
|----------------------------------|----------------------------|
| 1. arrest | 8. maximum security prison |
| 2. booked (charged with a crime) | 9. provoke |
| 3. contraband | 10. remorse |
| 4. death row | 11. solitary confinement |
| 5. drug trafficking | 12. stay (of execution) |
| 6. execution | 13. victim |
| 7. inmate | |

BEFORE SHOWING

1. Brainstorm a list of terms that refer to activities that would result in teens being arrested and perhaps spending time in jail or prison. Discuss the terms.
2. Discuss incidents, locally or nationally, in which teens have committed crimes for which they were arrested, tried, convicted, and sent to jail or prison.
 - a. What were the circumstances of the teens' crimes?
 - b. What alternative behaviors might the teens have opted for instead of those that were criminal acts?
 - c. How would you resolve the difficulties these teens experienced without resorting to criminal activity?
3. Review the vocabulary list to assist with understanding the captions and subtitles and thus the events that occur in the video. (See VOCABULARY.)
4. Explain the premise of the video. (See BACKGROUND INFORMATION.)

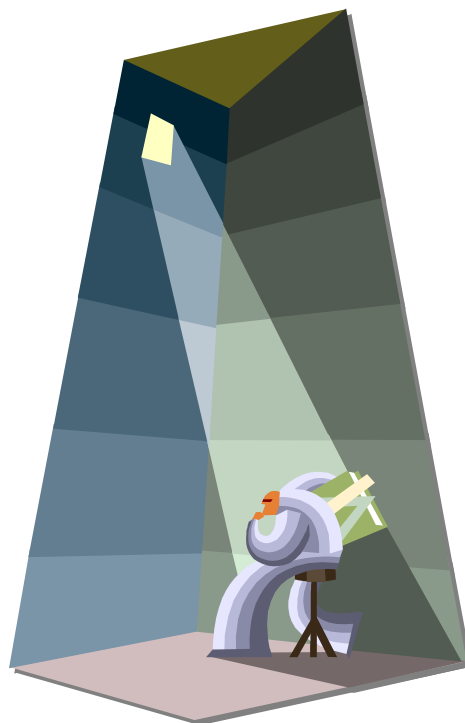
DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause when the subtitles read, "Jonathan and Tina are in actual maximum security prisons. There are no actors. The inmates are real." Emphasize the reality feature of this video.

AFTER SHOWING

Discussion Items and Questions

1. Describe Jonathan's and Tina's behaviors and attitudes at the beginning of the video. Why do they behave the way they do? What are their beliefs about going to jail?
2. What happens to Jonathan at the start of his "flip" day? Why is he arrested? Where is he taken? What are his feelings? What is his reaction when he arrives at the prison?
3. Where is Tina taken? How does she learn the details of the "crime" for which she's put into prison? What is her sentence? What is her reaction to the "crime" and the sentence?
4. In what kind of prison are both teens incarcerated? What kind of crimes have the other inmates committed? Why didn't the show use actors instead of real inmates?
5. Describe what happens when Tina leaves her cell and enters the common area with the other prisoners. How does she feel about this?
6. Who does Jonathan befriend? What happens to Tommy during the "orientation" in the prison yard? Why? How does this affect Jonathan?
7. Why does Tina's lawyer meet with her? Where do they move her? What is the result of the lawyer's request for a stay? What is her "last hope"?
8. What is the significance of Jonathan's girlfriend visiting him in prison?
9. Describe what happens when Tina meets with the murdered girl's mother. Discuss how you would feel in either person's position. Why can't the mother forgive Tina?
10. How does Jonathan feel when Tommy rejoins the group? What is C.O.D.E. 4? What does Tommy tell Jonathan after revealing he is an actual inmate?
11. Describe Tina's experience in the execution chamber, including her feelings and reactions.
12. What does Tina's cellmate tell her? How does this effect Tina? What advice does the murdered girl's mother give Tina?
13. What do Jonathan and Tina learn from their prison experiences? What do Jonathan and Tina need to work on so they don't end up back in prison for a real sentence?



Applications and Activities

1. Write an essay about how it would feel to go to prison for the rest of your life. Include how you would cope with the prison experience and having no freedom.
2. Create a list of conflict resolution scenarios or use those below. Role-play the situations in pairs or small groups. Consider using "nonsense" words instead of actual epithets.

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

- a. One student constantly "solves" disagreements by beating the other individuals up. His or her friends want to intervene.
 - b. One student insults another student's racial, ethnic, or cultural background.
 - c. One student calls the other a derogatory name.
 - d. One student keeps pressuring another to try tobacco, alcohol, or another drug.
 - e. Two friends argue over the friendship of a third individual.
 - f. Students try to convince their friend to break away from a gang that he or she is thinking of joining.
3. Invite a law enforcement officer to present information about juvenile offenders and the consequences of arrest and conviction.
 4. Visit a court that tries criminal cases. Observe a day's session of an ongoing criminal trial. Discuss observations of this case the next day. Hold a mock trial to complete the case.
 5. Discuss what a person can do to atone for a wrong they have done to someone else. Write a letter of apology to someone (real or hypothetical) you have wronged.
 6. Research juvenile crime at the local, state, and national level. Present and discuss the findings.
 7. Keep a journal with short- and long-term goals. Keep track of targets to achieve in pursuit of the goals. Celebrate the reaching of targets and goals.
 8. Investigate programs that are working to reduce or prevent youth crime. Create posters to advertise the various programs. Include program components and contact information.

CMP RELATED RESOURCES

- [Exploring Alternatives to Prison and Probation #7675](#)
- [Scared Straight! #8889](#)

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.



- **OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION**

<http://www.ojjdp.ncjrs.org>

This is a component of the Office of Justice Programs and the U.S. Department of Justice. The site has publications, statistics, and state contacts. Clicking on *Topics* will provide a list of resources by subject including delinquency prevention, offenses/offenders, courts, and more.

- **NATIONAL YOUTH VIOLENCE PREVENTION RESOURCE CENTER**

<http://www.safeyouth.org/scripts/index.asp>

This site is a gateway to resources for professionals, parents, youth, and individuals working to prevent and end violence committed by and against young people. The educator's page includes articles about school violence, gangs, the role of educators, programs for prevention, and more.

- **OFFICE OF JUSTICE PROGRAMS**

<http://www.ojp.usdoj.gov>

This site sponsored by the U.S. Department of Justice includes information on the justice system, fighting crimes, and crime victims.

- **SHINE**

<http://www.shine.com>

SHINE is committed to helping all teens take a stand, use their voice, and impact their world. The site includes information about events, teen news, articles, stories, poetry, and photos. Teens can contribute items or use message boards.



- **AIMS MULTIMEDIA**

<http://www.aimsmultimedia.com/titles/title.php3?code=2670-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.