



# #9914

## THE TEEN FILES FLIPPED: BULLIES, LONERS AND VIOLENCE

AIMS MULTIMEDIA, 2001  
Grade Level: 9-12  
21 mins.

### DESCRIPTION

Joey and Kristen are popular high school students—and bullies. Both pick on kids they consider nerds and geeks. For 24 hours, they dress in nerd clothes and spend the day at a new school. The experience of being teased, isolated, bullied, and harassed is eye-opening for both. After school, survivors of school shootings testify about the importance of social tolerance and the impact of bullying. NOTE: Profanity in the audio has been censored.

### ACADEMIC STANDARDS

#### Subject Area: Civics—What are the Roles of the Citizen in American Democracy

- Standard: Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
  - ◆ Benchmark: Understands the importance for individuals and society of commonly held personal responsibilities such as taking care of one's self, supporting one's family, accepting responsibility for the consequences of one's actions, adhering to moral principles, considering the rights and interests of others, and behaving in a civil manner (See INSTRUCTIONAL GOALS 5.)

#### Subject Area: Health

- Standard: Knows essential concepts and practices concerning injury prevention and safety
  - ◆ Benchmark: Knows potential signs of self- and other-directed violence (See INSTRUCTIONAL GOALS 4.)
- Standard: Knows environmental and external factors that affect individual and community health
  - ◆ Benchmark: Understands how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors) (See INSTRUCTIONAL GOALS 3 and 4.)

## INSTRUCTIONAL GOALS

1. To illustrate examples of bullying.
2. To explore how bullies use teasing, exclusion, physical intimidation, and sexual harassment to demean others.
3. To discuss how teasing and other harassment feels to its targets.
4. To examine how continuous mistreatment at the hands of bullies might lead targeted students to act out violently against themselves or their tormentors.
5. To discuss the need for students to take personal responsibility for their actions and determine not to bully others.

## BACKGROUND INFORMATION

This video is from the explosive, award-winning series called *The Teen Files Flipped*. In this video two high school bullies, Joey and Kristin, are costumed in “nerd clothes,” told they have been expelled because of their bullying behavior and are each taken to a new school. The day begins with the news of another school shooting done by a friendless bullied loner. (The school shooting is a simulation done to add to the day’s experience.) Filmed like a reality show, both characters are excluded, teased unmercifully, and physically intimidated. During an afternoon vigil, Joey and Kristin meet students from Columbine and Santana high schools, learn about the simulation, and decide they need to treat others fairly.

## VOCABULARY

- |                 |                    |
|-----------------|--------------------|
| 1. abusive      | 10. peer pressure  |
| 2. alienation   | 11. persecution    |
| 3. bullying     | 12. responsibility |
| 4. clique       | 13. targets        |
| 5. consequences | 14. tease          |
| 6. exclude      | 15. terrorize      |
| 7. harassment   | 16. threat         |
| 8. hostile      | 17. tolerance      |
| 9. intimidation | 18. zero tolerance |

## BEFORE SHOWING

1. Brainstorm terms that refer to bullies, bullying behavior, and its connection to school violence, personal responsibility, and the consequences of personal behavior.
2. Without referring to students by name, discuss attitudes towards other students considered to be unlike themselves. Share feelings about teasing, name-calling, and excluding others.
3. Discuss responses to the following questions:
  - a. Where is the line between acceptable and unacceptable behavior toward other students?
  - b. How do you, or how would you, feel if such behavior was directed toward you?

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

- c. Do you believe teasing might influence students to act out against the persons who have bullied them? Why or why not?

### AFTER SHOWING

#### Discussion Items and Questions

1. How do Joey and Kristin describe themselves in the beginning? What are their initial attitudes about themselves? Do you agree or disagree with them? Why?
2. What does Joey say would scare him? What does Kristin say would make her feel bad or weird?
3. How is the shooter described in the news report about the school shooting?
4. Describe Kristin and Joey's clothing at their new school. Discuss how the other students treat Kristin and Joey because of their clothes. List the things that happen to them.
5. Discuss the various responses that Kristin and Joey have to the teasing as the day progresses.
6. Kristin and Joey each have one nice experience at lunch. What reasons do the nice students give for their behavior? Why do you think this was included in their experiences?
7. How is the graffiti written about Kristin on the walls of the girls' restroom an example of bullying? Of sexual harassment?
8. What reasons do the students give for why some students kill in schools? What other reasons might there be?
9. What announcement is made at the vigil after school? How do Kristin and Joey react to the news that the school shooting was not real?
10. What experiences do the various visitors at the vigil share? How have Kristin's and Joey's attitudes changed since morning? Do you think their bullying behavior will stop?
11. Discuss the difference between "normal" teasing among students and bullying.
12. What kind of person is a "typical bully"? Why do you think he or she bullies other people?
13. If someone is being bullied at school, what do you think they should do about it?

#### Applications and Activities

1. Research incidents of actual school violence and the students who committed them. Write a paper summarizing the findings and share with the class.  
Consider:
  - a. Had the students who acted violently been targets of bullying? If so, to what kind of bullying had they been subjected?
  - b. What was the relationship between the shooters and the individuals that they shot?
2. Write about instances when you have indulged in teasing or other forms of bullying, incidents of bullying you have witnessed, and incidents when you were the target of bullying.
  - a. Describe your feelings in each incident.

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

- b. Put yourself in the shoes of the targeted individual. Describe how that person might feel.
  - c. Describe your feelings after the incidents.
  - d. Describe the possible effects on the targeted person over a long period of time.
  - e. Explain how you might change your behavior in the future.
3. Bring a variety of hats to school. Classify the hats as “nerdy” or “cool.” Explain what makes each hat nerdy or cool.
  4. Write a letter apologizing to someone you have teased or bullied.
  5. Research some species of mammals that utilize behaviors similar to bullying and teasing. Include descriptions of the behaviors themselves and their usual results.
  6. Create posters showing things people can do to make others feel respected and appreciated.
  7. Role-play various situations that might involve teasing and bullying. Include alternative positive behaviors. Discuss the feelings of the participants.

### CMP RELATED RESOURCES

- [\*It Can't Happen Here: Recognition and Prevention of Extreme School Violence\* #9262](#)
- [\*No Way!!! To Treat Others\* #9321](#)
- [\*Teens Confronting Violence\* #3525](#)
- [\*Tug of War: Strategies for Conflict Resolution\* #3090](#)
- [\*Win-Win\* #3683](#)

### 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.

#### • THE COLORADO ANTI-BULLYING PROJECT

<http://www.no-bully.com>

This site includes a quiz, stories, resources, links, and media. It includes great tips and information for parents and teachers.



- **BULLYING STRATEGIES THAT WORK**

[http://www.education-world.com/a\\_issues/issues103.shtml](http://www.education-world.com/a_issues/issues103.shtml)

This article by Education Week describes a model program by Dan Olweus and then provides links to many other bullying articles.

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- **PREVENTING BULLYING**

<http://www.cde.ca.gov/ls/ss/se/bullyres.asp>

A very long Web page providing the U.S. Department of Education's Manual on preventing bullying. Includes bullying information, strategies for communities, schools, teachers, parents, and students, as well as a multitude of resources including children's books and videos.

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- **AIMS MULTIMEDIA**

<http://www.aimsmultimedia.com/titles/title.php3?code=2663-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.