



#9917

THE TEEN FILES FLIPPED: GANG MEMBER/LAW ENFORCEMENT OFFICER

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

DESCRIPTION

John, a police officer, and Carlos, a gang member, agree to trade places for a day. John experiences harassment from the police, threats and taunts from rival gangs, and frustration when prejudice prevents him from applying for a job. Carlos learns a policeman's uniform gives him power, draws confrontations, demands he stay calm, and requires him to deal with death. Each gains new insights into the other's life. NOTE: Profanity in the audio has been censored.

Academic Standards

Subject Area: Behavioral Studies

- Standard: Understands various meanings of social group, general implications of group membership, and different ways that groups function
 - ♦ Benchmark: Understands that "social group" has many meanings (e.g., any set of people who regularly spend time together for any reason; groups classified according to region or occupation such as Southerners or blue-collar workers; groups that people formally and deliberately join or are assigned to such as sororities, military units, scouts, street gangs, or the Shriners) (See INSTRUCTIONAL GOALS 1.)
 - ♦ Benchmark: Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group (i.e., stereotyping) which leads to uncritical judgments (e.g., showing blind respect for members of some groups and equally blind disrespect for members of other groups) (See INSTRUCTIONAL GOALS 3.)

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

- Standard: Understands issues regarding personal, political, and economic rights
 - ♦ Benchmark: Understands basic contemporary issues involving personal, political, and economic rights (e.g., personal rights issues such as dress codes, curfews, sexual harassment; political rights issues such as hate speech, fair trial, free press; economic rights issues such as welfare,

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minimum wage, health care, equal pay for equal work) (See INSTRUCTIONAL GOALS 3.)

Subject Area: Health

- 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 2 and 5.)

INSTRUCTIONAL GOALS

1. To depict typical gang experiences.
2. To explore the effect gang membership can have on members and their families.
3. To examine the treatment of gang members by law enforcement and the public.
4. To illustrate the nature of the trap that gang members are caught in.
5. To show the effects of gang activities on victims of gang-related crimes.

BACKGROUND INFORMATION

This video is from the explosive, award-winning series called *The Teen Files Flipped*. In this video, John, a law enforcement officer, and Carlos, a teenager who spends his life on the fringes of a gang, trade places for a day. Filmed like a reality show, both characters experience a “normal” day in the other person’s life. These experiences teach both John and Carlos about what it means to be in a gang. While John realizes that society traps kids in gangs through fear and prejudice, Carlos gains insight into the effects on gang members’ victims and families.

VOCABULARY

- | | |
|----------------------------|----------------------------|
| 1. battery (assault) | 9. law enforcement officer |
| 2. deceased | 10. penitentiary |
| 3. domestic violence | 11. protection |
| 4. escalating hopelessness | 12. rookie |
| 5. felony | 13. stereotype |
| 6. gang member | 14. violated |
| 7. harassed | 15. weapons |
| 8. homicide | |

BEFORE SHOWING

1. Explain that a police officer and a teenager who hangs out on the fringe of a gang trade places for a day in this video. Discuss what kinds of things they might experience.
2. Discuss various aspects of gangs. Consider these questions:
 - a. What do gangs do?
 - b. Why do people join gangs?
 - c. What are the advantages and disadvantages of gang membership?
 - d. How does the general public feel about gangs?
 - e. How do law enforcement officers treat gang members?

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- f. How should communities deal with gangs?
- g. Why do some young people feel trapped in gang membership?

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video when the identification of the murdered person is shown. Point out that this is actually Carlos's ID.

AFTER SHOWING

Discussion Items and Questions

1. Describe the two main characters in the video. What is John's job? What does Carlos normally do?
2. What do John and Carlos wear for their "flipped" day? How do they feel after they get dressed for this day?
3. Who picks up John for the day? Are they truly gang members? Does John know that they are actually ex-gang members?
4. Who picks up Carlos for the day? Where do they go? Do you think Carlos's weapon is actually loaded? Why or why not?
5. What has happened to the woman that Carlos and his partner interview? Why is this scene important to the story?
6. What do the gang members do for John after they meet the rival gang? Why?
7. Why do Carlos and his partner stop John and his friends? Why does Carlos search John? How do John and the gang members feel about this? Why? How does Carlos feel?
8. Why does John decide to look for a job?
9. What happens when John asks for a job at the liquor store? Why? Why does the store clerk call the police? Are the gang members treated fairly?
10. Why does Carlos become angry with John? Why does John yell at Carlos? Were the gang members' rights violated?
11. What does John mean when he says, "I can definitely understand the escalating feeling of hopelessness"?
12. Why do John and his friends run away when they meet the rival gang the second time?
13. Who do the police identify the dead person as? How does Carlos feel when he sees how his family reacts to the news of his death?
14. What do you think John learned during his day in a gang? Do you think John will change how he acts in the future due to his experiences on this day? Why or why not?
15. What do you think Carlos learned during his day in law enforcement? Do you think Carlos will change how he acts in the future due to his experiences on this day? Why or why not?

Applications and Activities

1. Compare and contrast law enforcement officers and gang members. Consider their clothes, weapons, protection, dangers, powers, respect or fear from others, and their futures.

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2. Survey at least six people about gangs. Write down the responses and compare them to other survey responses. Possible questions include:
 - a. Do you think gangs are a problem in our neighborhood or community?
 - b. Have you ever met anyone in a gang? If so, what did you think of them?
 - c. What experiences have you had with gangs, if any? Please describe them.
 - d. Why do you think there are gangs?
 - e. What can be done about gangs?
3. Design antigang posters. Each poster should communicate a “gang prevention” message. Construct a display of the posters.
4. In pairs or small groups, prepare various gang-related scenarios. Perform the scenes for the class.
5. Analyze the lyrics to rap, hip-hop, and other kinds of songs that focus on gangs, crime, and related issues. Do the lyrics promote or discourage gang activities?
6. Brainstorm a list of words related to gangs and gang membership. Create poems using the words. Share the poems with the class.
7. Research gang signs and graffiti symbols. Make a dictionary showing and describing the signs and symbols and their meanings.
8. Visit a local law enforcement agency to interview officers about problems and programs concerning gang activity in the local community.
9. Make a video documentary about local gang activity and the law enforcement response. Include photographs, statistics, interviews, and other information.
10. Research gangs in U.S. history, such as the immigrant gangs of New York City or early organized labor gangs. Prepare a presentation of the information. Consider:
 11. What social conditions led to the gang’s formation?
 12. What changed the socially active groups to criminal gangs?
 13. Locate a help group of ex-gang members. Invite them to speak to the class. Before the visit, develop a list of questions about gangs, prison, crime, and other related topics.

CMP RELATED RESOURCES

- [Deaf Mosaic #609 #7931](#)
- [Deaf Mosaic #611 #7932](#)
- [Dealing With Bigotry And Stereotypes #9695](#)
- [Teenagers And Gangs: A Lethal Combination #9992](#)

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.

- **GANG RESISTANCE EDUCATION AND TRAINING**

<http://www.atf.gov/great/index.htm>

G.R.E.A.T. is a school-based, life-skills competency program taught by uniformed police officers. This site includes the curriculum, lessons, philosophy, history, and a listing of certified G.R.E.A.T. instructors by state.



- **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.



- **THE CORONER'S REPORT**

<http://www.gangwar.com>

This site on gang intervention and prevention by Steve Nawojczyk includes tips for parents and teachers, history and identification of street gangs, recommended books and videos, and links to other sites.

- **GANGS OR US**

<http://www.gangsorus.com/>

The goal of this site is to provide the assistance and knowledge necessary to determine if street gangs or prison gangs are present in your area. It has 58 pages with over 900 external links.

- **AIMS MULTIMEDIA**

<http://www.aimsmultimedia.com/titles/title.php3?code=2664-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.