



#9926

THE TEEN FILES FLIPPED: TOLERANCE

AIMS MULTIMEDIA, 2001

Grade Level: 9-12

21 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Amber freely discusses her bias against fat people; Sean is equally frank with his prejudice against homosexuality. When they "flip" for 24 hours, they come face-to-face with their own intolerances. Amber's fat suit and Sean's hair style and dress provide ample opportunity for them to be hurt, ignored, categorized, and demeaned. By day's end, both teenagers have a different point of view. NOTE: Profanity in the audio has been censored. Contains racial slurs and graphic photographs of deceased crime victims.

ACADEMIC STANDARDS

Subject Area: Health

- 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 4.)

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 1.)
 - ◆ 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.)

INSTRUCTIONAL GOALS

1. To show some actions and thoughts of teens with prejudicial beliefs.
2. To depict how tolerance can replace prejudice.
3. To show the similarities between people of different backgrounds.
4. To develop a perspective that respects the dignity and worth of all people.

BACKGROUND INFORMATION

In this video from the explosive, award-winning series called *The Teen Files Flipped*, two American teenagers confront their own insecurities, bigotry, and hatred. Amber and Sean are “flipped” for the day and believe that they were chosen as the two hosts of a new MTV show. Amber experiences being fat, and Sean must face his hatred of gays.

VOCABULARY

- | | |
|-------------------|----------------|
| 1. bigotry | 8. producer |
| 2. defamation | 9. plus size |
| 3. discrimination | 10. rookie |
| 4. gay bashing | 11. stereotype |
| 5. hate speech | 12. tolerance |
| 6. humiliation | 13. wardrobe |
| 7. prejudice | |

BEFORE SHOWING

1. Define *tolerance*. Give examples of tolerance and intolerance. Include a discussion of prejudice. Debate whether or not people who are prejudiced can learn to be more tolerant.
2. Discuss how a person’s ideas and beliefs affect his or her behavior.
3. Define *stereotypes*. Give examples. Consider stereotypes about people with disabilities.
4. Discuss whether different practices and customs are wrong because they are different.
5. Present the concept of the video, explaining that the two teens agree to be “flipped” for the day. (See BACKGROUND INFORMATION.)

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video when Sean identifies the victim of the gay bashing. Clarify who the victim is.
3. Pause the video when the Amber’s “producer” Jeanna appears as a plus-size model. Identify the model.

AFTER SHOWING

Discussion Items and Questions

1. Describe Amber's and Sean'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 Amber and Sean told they would be doing on their "flipped" day? What kinds of assignments did each of them cover? How did they feel about this?
3. Describe what happened to Amber and Sean before their first reporting assignment. How did they feel about these changes? Why did Amber change her name?
4. Describe what Amber experienced at the boutique and how she felt about it.
5. What happened when Sean interviewed the band? What was his reaction when Nick identified himself as gay?
6. The actor that Amber interviewed in the health club did not defame her and he answered her questions. Why did Amber feel that she was treated rudely?
7. Discuss the stories shared by the people at the Rainbow Alliance youth empowerment meeting. Describe Sean's reaction to these people and how he was changing.
8. What crime did Sean report? Why did the perpetrator yell at Sean? How did Sean react to identifying the victim as his hairdresser?
9. What did Amber find out about Jeanna at the last assignment? Why did Jeanna do this show with Amber? What did Amber learn?
10. What did Sean see at the police station? What did he find out about his "producer" Romaine? What was Sean's reaction? What did Sean learn? Why was he picked for this show?

Applications and Activities

1. Research various tolerance 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. What is tolerance?
 - b. Tolerance and the media.
 - c. Tolerance and disabilities.
 - d. Recommended books on tolerance.
 - e. What can you do?
2. Analyze the lyrics from various current artists and genre for bias and intolerance.
 - a. Discuss how lyrics that perpetuate intolerance may affect society.
 - b. Debate whether or not buying music from artists who advocate intolerance helps to encourage intolerance.
3. Locate e-mail pen pals in other countries. Write letters to get information about the other cultures. Share the information gathered.
4. Visit an ethnic restaurant for lunch or prepare ethnic recipes at school. Discuss the influence of ethnic cuisine on food preparation in this country.

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

5. Write and prepare skits for younger audiences on intolerance. Perform the skits for younger students.
6. Test your tolerance by completing the tolerance quiz. Use the self-scoring key to check your answers. (See INSTRUCTIONAL GRAPHIC.)
7. Share personal stories of intolerance, prejudice, or stereotyping related to being deaf or hard of hearing.

CMP RELATED RESOURCES

- *Dealing With Bigotry And Stereotypes* #9695
- *Prejudice: The Monster Within* #3500
- *The Teen Files Flipped: Racism* #9921
- *Walk This Way: Part 2* #9636
- *What If I'm Gay?* #2338

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.

• UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION—TOLERANCE PAGE

<http://www.unesco.org/tolerance>

This site describes UNESCO's tolerance program and includes reports to the United Nations, ideas for the International Day of Tolerance, and award winning children's books on tolerance. Be sure to visit the children's page (/children.htm) for more tolerance information and some interactive tolerance quizzes.

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

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

Includes historical and general information with links to FBI reports and information about Matthew Shepard.

- **BODY POSITIVE**

<http://www.bodypositive.com>

This site supports positive body image at any weight. It has sections for women, children, and professionals. Includes general information and many additional articles.

- **AIMS MULTI-MEDIA**

<http://www.aimsmultimedia.com/titles/title.php3?code=2657-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.

INSTRUCTIONAL GRAPHIC

- **ARE YOU TOLERANT?**

Are You Tolerant?

Test your tolerance by taking this quiz. Read each scenario below. Circle the letter of the phrase that best describes your response. Check your own answers using the self-scoring key.



1. To put an end to war, we must:
 - a. Try to understand what causes wars.
 - b. Try to understand that there is nothing that can be done.
 - c. Take a stand and violently oppose those against peace.
2. When someone talks about children who suffer in wars, you:
 - a. Find a way to show your support for the children.
 - b. Feel anger and sympathy for the children.
 - c. Listen, then ignore it.
3. When the teacher talks about men and women of tolerance, you:
 - a. Want to know more.
 - b. Aren't interested.
 - c. Listen, then ignore it.
4. When you don't agree with someone, you:
 - a. Listen to him or her anyway, and then share your opinion in a manner that opens up dialogue.
 - b. Don't give him or her a chance to speak.
 - c. Listen to him or her anyway, share your opinion, and then walk away.
5. You respond to violence:
 - a. By joining others and taking a stand against violence.
 - b. With more violence.
 - c. By not being involved with it.
6. Jane is badly-dressed; you
 - a. Don't care.
 - b. Make fun of her with your friends.
 - c. Decide to give her your hand-me-downs.

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7. You are late, and an old lady is walking slowly in front of you. Your response is to:
 - a. Hold the door open for her.
 - b. Push past her.
 - c. Get around her and pull out in front of her so far ahead that nobody would blame you for not holding the door open for her.
8. When you see someone being bullied, you:
 - a. Stick up for them.
 - b. Pretend not to notice.
 - c. Decide to stick up for them only if it's beneficial to you.
9. A handicapped student approaches; you:
 - a. Converse with him or her as you would with anyone else.
 - b. Ignore him or her.
 - c. Are embarrassed to be around him or her.
10. Joe's skin is a different color than yours; you:
 - a. Try to get to know him.
 - b. Say you don't like people of his color, or you tease him publicly or privately.
 - c. Don't tease him, but you're not friendly either.
11. Tom eats different food because of his religious beliefs; you:
 - a. Ask him to tell you about it.
 - b. Tell him he's weird.
 - c. Don't care.

ARE YOU TOLERANT SELF-SCORING KEY

Total the number of "A" answers you chose.

You have **10-11** "A" answers: Well done! You treat others as you would like to be treated. You are a good friend and a peacemaker!

You have **8-9** "A" answers: You are more or less tolerant. You make fun of people easily and try to impose your ideas on others, but you like to learn and are open to new things. Make use of it to fight intolerance!

You have **5-7** "A" answers: You have moments of tolerance, but are easily swayed by the crowd. Stand up for what is right and fight intolerance!

You have **0-4** "A" answers: You are not tolerant. If you were more optimistic, understood yourself and others better, and saw the fun in discussing new ideas, you could be happier . . . Come on! Try it!



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