



#10040 OUT OF THE DANGER ZONE

MARSH MEDIA, 2002
Grade Level: 4-6
16 mins.

DESCRIPTION

Presents scenarios that teach children how to handle potentially dangerous situations. Focuses on weapons, strangers, bullies, Internet use, and inhalants. Stresses staying alert and being aware of events and surroundings. Encourages children who believe they might be in a dangerous situation to "Stop!" "Get away!" and "Tell an adult!"

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Knows essential concepts and practices concerning injury prevention and safety
 - ◆ Benchmark: Knows safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight) (See INSTRUCTIONAL GOALS 3 and 4.)
 - ◆ Benchmark: Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance (See INSTRUCTIONAL GOALS 1-4.)
 - ◆ Benchmark: Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict (See INSTRUCTIONAL GOALS 2-4.)
- Standard: Understands aspects of substance use and abuse
 - ◆ Benchmark: Differentiates between the use and misuse of prescription and nonprescription drugs (See INSTRUCTIONAL GOALS 1 and 2.)
 - ◆ Benchmark: Knows ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control) (See INSTRUCTIONAL GOALS 1-4.)

INSTRUCTIONAL GOALS

1. To illustrate potentially dangerous situations.

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

2. To encourage awareness of possible danger.
3. To prepare a child to respond promptly and confidently when frightened or in a dangerous situation.
4. To promote an appropriate response to safe-guard self and others.

BACKGROUND INFORMATION

Although adults must do their best to protect children from dangerous situations, dangerous places, and dangerous people, it is imperative that adults prepare children to protect themselves as well. A child needs encouragement in recognizing his or her role in personal safety. This live-action video is a tool that will give a child power and control when it is needed.

VOCABULARY

- | | | |
|----------------|---------------|-------------------|
| 1. avoid | 9. inhalants | 16. situation |
| 2. aware | 10. injury | 17. substances |
| 3. confront | 11. option | 18. surroundings |
| 4. dangerous | 12. personal | 19. trusted adult |
| 5. difficult | information | 20. uncomfortable |
| 6. downplaying | 13. recognize | 21. zone |
| 7. harmless | 14. remove | |
| 8. immediately | 15. respond | |

BEFORE SHOWING

1. Define the term *danger zone*. Brainstorm a list of things and situations that could be a danger zone. Discuss appropriate responses. Save the list for an after-viewing activity.
2. Discuss detectives. Describe the stereotypical look of a detective. Review what detectives do.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause the video after the choices are given for how to respond to each scenario. Discuss briefly what the correct response might be.

AFTER SHOWING

Discussion Items and Questions

1. What are the two (or three) things you should always do when you are in a danger zone? Why is it safer to remove yourself from a dangerous situation than to confront it?
2. Name various adults that could be considered "trusted adults." How can you tell a stranger from a trusted adult?
3. Give examples of when you would need to tell someone other than a parent about a dangerous situation.
4. What can you do to help yourself avoid danger? Give examples of being aware and unaware of your surroundings.

5. Explain the difference between a real gun and fake guns that people see on TV and in video games. Why is it so important not to touch real guns?
6. Describe where you can safely go if an unknown person approaches you. Give examples of things you can do if you are trapped and can't get away.
7. What are some ways to handle situations with bullies?
8. What kinds of information should you *not* share on the Internet? Why?
9. What are inhalants? What are some effects of inhalants?

Applications and Activities

1. Brainstorm ideas for safety slogans that address specific situations. Make banners of the slogan ideas and display them in the classroom or school hallway.
2. Discuss hazard household products.
 - a. Show household cleaning products.
 - b. Read the warning labels.
 - c. Practice explaining the warning labels in one's own words.
 - d. Using old magazines or ads, cut out pictures of cleaning products and medicines that might be found at home.
 - e. Design warning labels for the pictures of the products.
 - f. Display the pictures and warning labels on a bulletin board.
3. Draw a picture of one important thing from the video. Share the pictures, and review the information presented in the video.
4. Review the various rules presented in the video. Discuss the reasons behind the rules.
5. Using the list from BEFORE SHOWING 1, consider several options for responding to each situation. Role-play the situations and appropriate responses.
6. Discuss the phrase "make a scene." Review when it is appropriate to "make a scene" and various ways to do that. Practice "making a scene."
7. Invite a detective, police officer, or other safety personnel to speak about various dangerous situations and appropriate responses.
8. Make safety posters and display them throughout the school.
9. Discuss bullies. Review and practice ways to handle situations with bullies.
10. Research and report on one type of inhalant. Include where it is found and its short- and long-term effects.

SUMMARY

By stressing a single appropriate response to danger, this video helps prepare boys and girls to respond promptly and predictably to safeguard themselves and others. When they discover an old mystery game in Grandpa's closet, three youngsters also discover valuable personal safety advice. The OUT OF THE DANGER ZONE game presents the players with a series of scenarios that tests their ability to handle dangerous situations. These scenarios deal with gun safety, physical safety, Internet safety, and drug safety. As each situation unfolds, players are reminded to be aware of their environment at all times, to recognize the danger of certain types of situations, and to respond quickly in two simple steps: Get away from the danger and tell an adult. This sound advice will help intermediate students respond confidently when their personal safety is at risk.

CMP RELATED RESOURCES

- *Home on Your Own* #3252
- *If You Feel Danger* #10039
- *Internet & Street Smarts* #9250

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.

- **SAFETY - FIRSTGOV FOR KIDS** http://www.kids.gov/k_safety.htm

Kids' safety is parents' and teachers' number one priority. These links below take you to different areas on how to keep out of harm's way. This is a listing from the Federal Citizen Information Center. Links to Web pages cover a wide variety of safety issues.

- **CYBERSMART** <http://www.cybersmartkids.com.au>

The "Cybersmart Kids" section of this site covers "Cyber Rules," "Chat Tips," "Netiquette," and "Cybersurfing." The main site also has a quiz, posters, links, and stuff for parents and teachers.

- **CHATDANGER** <http://www.chatdanger.com/home/index.htm>

Scroll down to the colorful Chatdanger banner: "C"areful, "H"ang on to your personal information, "A"rranging to meet is dangerous, "T"ell your friends. Download this safety banner for your school or send to parents and discuss thoroughly this topic with your class with the help of this Web site.

- **STOPPING SCHOOL VIOLENCE: 12 THINGS STUDENTS CAN DO**

<http://128.121.17.146/ncpc/ncpc/?pg=2088-6152>

Help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence.

- **BULLYING** <http://www.bullying.org/public/frameset.cfm>

This site provides a great deal of information about bullying and how to handle it. It also has a place to share stories or to take an antibullying pledge.