



#3631

LOCKED OUT

Grade Levels: 4-8
16 minutes
AIMS MULTIMEDIA 1998

DESCRIPTION

J. J. is the leader of an exclusive, secret club. When Alex, a blind girl, is introduced to the group, J. J. doesn't want her to join. After learning that Alex is really no different from the others, J. J. realizes she was wrong. A surprise revelation at the end tests viewers' perceptions. Presentation encourages welcome and acceptance of one another.

ACADEMIC STANDARDS

Subject: Behavioral Sciences

- ◆ Standard: Understands various meanings of "social group," general implications of group membership, and different ways that groups function
 - Benchmark: Understands that people often like or dislike other people because of membership in or exclusion from a particular social group
 - Benchmark: Understands that members of a group and even people in a crowd sometimes do and say things, good or bad, that they would not do or say on their own



Subject: Health

- ◆ Standard: Understands the relationship of family health to individual health
 - Benchmark: Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks)
 - Benchmark: Knows how health-related problems impact the whole family
- ◆ Standard: Knows how to maintain mental and emotional health
 - Benchmark: Knows strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g., talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings)

INSTRUCTIONAL GOALS

1. To convey the unfair and harmful effects of negative stereotypes towards persons with disabilities.
2. To dramatize the many things people who are blind can do successfully, and to de-emphasize the things they can't do.
3. To empower children without disabilities to accept, interact with and appreciate peers with disabilities and to welcome them into their classrooms, homes and lives.
4. To demonstrate some skills that people who are blind have that sighted people do not.
5. To help students without disabilities to generalize what they have learned about peers who are blind to peers who have other disabilities.

BEFORE SHOWING

1. Do you think a blind peer would say, "See you later!"? Why or why not?
2. Do you think other students in your class would accept a student who is blind? Why or why not?
3. What do you think is harder, being blind or dealing with other people's false perceptions of you? Explain.

DURING SHOWING

1. How can Alex practice soccer after dark? (She's blind and can practice at midnight if she likes.)
2. Why did J. J. say she didn't want Alex to join the club? (J. J. was convinced that Alex couldn't do anything, and would be a drag on their activities.)
3. Could, in fact, Alex play Capture the Flag with the others? (Probably not, since that game requires so many visual cues.)
4. Why does Josh always seem to be out of it and not know what's going on? (Josh always has his head in a GameBoy, and doesn't pay much attention to what's going on around him.)
5. Do you think the actress who plays Alex is really blind in real life? Why or why not? (Subjective.)
6. Alex loves movies. When asked how she follows them, what does she say? ("You take in things mostly through your eyes; I do through my ears.")
7. The kids all heard scary sounds in the basement. Who or what do you think is making the sounds? (Subjective.)
8. Why did Jamie talk so loudly when he was introducing himself to Alex? (One false perception many people have of blind people is that they are sort of deaf, too. This is, of course, ridiculous.)



AFTER SHOWING

1. Why did Alex go down in the basement in spite of the scary sounds? (She could hear who the real burglar was, Bigfoot the cat.)
2. What is Josh, the boy who is blind in real life, saying about being “locked out”? (Josh says since he is blind, people are often uncomfortable around him and don’t want him around. Thus, he is locked out of their lives.)
3. Why does Alex not join the club when she is finally asked by J. J.? (She wants to, but has a busy schedule—soccer, chess, and swimming.)
4. What does Josh, in real life, ask that you do if you meet him? (Don’t feel sorry for him, and just get to know him.)
5. Do you think peers with disabilities other than blindness confront these same stereotypes and harmful misperceptions? (Unfortunately, yes. Some of the most painful and false perceptions of persons who have different disabilities are:
 - a. They are not “whole” people.
 - b. You have to baby them.
 - c. They are unhappy most of the time.
 - d. They should be with others like them.
 - e. They are not too smart.
 - f. They can’t do much.
 - g. You should feel sorry for them.



SUMMARY

People with disabilities in modern society are faced with a painful reality far more destructive to their lives than their specific disability. False beliefs, harmful stereotypes and blatant misperceptions toward people with disabilities are rampant, resulting in a needless and unfair marginalization and isolation of people not given a chance to actualize their potentials, or to share in the American Dream.

Locked Out is a dramatization of the effect false and unfair stereotypes has on a 6th-grade girl who is blind. Alex moves into a neighborhood in which the main source of socialization is a club. Several club members vote her out of joining mainly because they don’t think she can do anything. The club is playing Capture the Flag when they meet Alex, and one kid says to another, “Would you want her on your team?”

In a crisis that results from a lightning storm that cuts off the electricity, and a young child who is terrified since he is locked in his room, Alex demonstrates to the others that she is courageous, mobile and intelligent. She is in fact a “whole” person, and does not spend her time unhappily wishing she were sighted. They find out she has a sense of humor, loves to watch movies, and definitely “has a life.” When the previously skeptical peers ask her if she wants to join their club, she tells them she is too busy—soccer practice, chess club, swim team. However, Alex says she would like to hang with them when she has time, which is fine with all the club members who have grown to respect and like her.

RELATED RESOURCES



Captioned Media Program

- And You Can't Come: Prejudice Hurts #3433
- Carol's Mirror #3018
- Cultural Baggage #3598
- Different Dance: A Story About Respecting Others #2656
- Mirrors and Windows: Shattering Stereotypes #3489
- The Unforgettable Pen Pal #2693

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.

- **AMERICAN FOUNDATION FOR THE BLIND**

<http://www.afb.org/>

Advocacy and outreach information for the teacher.

- **CHARACTER BUILDING**

<http://www.pbs.org/adventures/>

From the "Book of Virtues" site by PBS which accompanies the winning series. Covers honesty, kindness, compassion, and more with the familiar characters Annie and Zach. Teacher pages, parent information, a store, and the usual menu items from a video/TV production site.