



Discussion Guide for

LOCKED OUT

OBJECTIVES

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

SYNOPSIS

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 have 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 was 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.

QUESTIONS TO ASK BEFORE VIEWING

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.

QUESTIONS TO ASK DURING THE TIME OUT SECTION

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 Game Boy, 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.)

QUESTIONS TO ASK AFTER VIEWING

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 Car.)

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.)



Discussion Guide for

LOCKED OUT

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, 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.)

RELATED TIDES IN THE AIMS COLLECTION

1-9117SG Shattering Stereotypes: Cat's Eyes

1-9347SG People-Different But Alike

1-8398SG Focus on Friendship

1-9523SG I'm Somebody Special

PROGRAMS DETAILS

LENGTH:

15 minutes

SUBJECT AREAS:

Health & Guidance

AUDIENCE LEVELS:

Primary

ORDER NUMBER:

1-9286SG

CANADIAN LEARNING COMPANY

95 VANSITTART AVENUE

WOODSTOCK, ON N4S 6E3

INFO@CANLEARN.COM

TEL:(800) 267 2977

FAX:(519) 537 1035

