

ACTIVATING ACTIVITIES – “SEEING AND ENGAGING”

1. “makeChange Grade 1 Video Vignette” and Poster



Materials Needed:

Video **Ruby’s Hope** (DVD player)
Video **makeChange** Grade 1 Video Vignette
Grade 1 Poster Image

Teachers should preview all video content before screening it for students.

Ruby’s Hope

This is an animated version of Hannah Taylor’s popular children’s book, **Ruby’s Hope**.

Ruby was a very lucky ladybug, until one day she saw a homeless bug asking for help. Ruby knew she had to do something and what she did from her heart changed her and all of Buggyville forever.

Simply animated, this story inspires hope and caring, empowering others to get involved and **makeChange**, at any age.

Length: 6:30 minutes

Grade Level Vignette

Hannah Taylor introduces **makeChange: The Ladybug Foundation Education Program** with a short video vignette, different for each grade. Each short video highlights an image or “moment” relevant to what is to be taught during the Program.

Length: 1:10

Introduce students to who Hannah Taylor is, and tell them that they are going to be working with Hannah and her Education Program to learn about helping, sharing, caring and making a difference in their community and in the world.

Play the **Ruby’s Hope** video. Then show the **makeChange** Grade 1 Video Vignette and introduce students to the Grade 1 Poster Image.



Discuss the video and invite students to decide where to place the poster. Keep it posted while you use this Program.

- Why do you think Ruby approached the homeless bug in the video?
- Did you see anything change because of what she did? What do you think caused that change?
- What happened in the video to show that someone understood how another person felt?
- Did you see leadership, kindness and caring in the video?
- What else interested you from the video?

Let students focus on the Poster Image.

Ask students;

- What do you see in the poster? What do you think this man is doing?
- Why is he there?
- Is he happy or sad?
- What do you think his life is like?
- Where do you think he lives?
- Do you think this person needs help?
- What kind of person do you think he is?
- Do you think this man has a family? Do you think they love and care for each other?
- What expression do you think is on his face?
- What do you think he is thinking?
- How does the poster make you feel? Encourage students to discuss the poster and their responses to it.

Build a profile of this man and keep this image and this man in the minds of students as you go forward in this Program. For now, don't give him a name.

Being "nameless" is one of the desperately isolating and demeaning aspects of homelessness. We will name them later, to make the point more emphatically.

Try to relate the Poster Image and the man you have profiled to each of the activities in this Program as you work through them. Keep the image in the minds of students, so they can connect with him, engage with him and come to want to help him or others in need.

Can you connect the video and the Poster Image?

Do students sometimes need help from others?

What about getting help from people you don't even know?

What about giving help to people you don't even know?

What else interested you from the videos and the poster?

In the video, Ruby was in a safe situation when she spoke with a stranger.

Remind students of the need to be careful and safe around strangers.

"We all need to share a little of what we have and care about each other always." – Hannah

Teacher Notes:
