

MAKING CHANGE – “makeChange Moment”

18. Hannah’s Speech and “Make Change” – The Song

**Materials Needed:**

Video “*Hannah’s Speech*” (DVD player)
“*Make Change*” – The Song (CD player)

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

Hannah’s Speech

Recorded at age 11, Hannah speaks to students through this video as she has spoken to thousands of people across Canada and in other parts of the world. Listen to Hannah’s story, and her inspiring message of love and caring.

Length: 22 minutes

Please remind your students of Hannah’s inquiry process and its results. Hannah embodies the concept of the “power of one” to make a change for the better. Her commitment and courage to act have affected the lives of many homeless people in Canada, offering hope, love and compassion. Everyone can make a difference and, hopefully, Hannah will inspire your students to care and to work together to help those in need. Play the video “*Hannah’s Speech*” so students can hear how and why Hannah does what she does.

Discuss the reaction of students to the speech. Discuss the impact one child has on many Canadians every year. Encourage students to also reflect upon the issues presented throughout this unit of study.

Then play “*Make Change*” – The Song. The printed words and music are included in these materials. The words can be reproduced for the students.

After the students have heard it, ask:



What do the words of the song mean to you now?

Can you be “Hannah” and help to make change in the lives of the hungry and homeless?

The answer is “yes”!

Now, take students back to the homeless man in the Poster Image. Ask students to think about him given all they have learned about helping others. Ask:

“Do you think you can help this man?”

“Do you think you could make a difference in his life and the lives of other people who are homeless or hungry or alone on the street?”

Then ask students, “What is missing about our man in the profile?” Remind them that they have talked for sometime about the man in the poster without using a name for him.

Tell students that one of the hardest things for homeless people is the isolation, loneliness and lack of identity – being “invisible.”

Teacher Notes:

“I asked him what his name was. He said his name was ‘Carey,’ and then he said no one ever asks him that.”
~ Hannah, describing meeting a homeless friend in Toronto