

## ACTIVATING ACTIVITIES – “SEEING AND ENGAGING”

### 1. “makeChange Grade 3 Video Vignette”



#### Materials Needed:

Video “*Hannah’s Vision*” (DVD player)  
 Video makeChange Grade 3 Video Vignette  
 Video “*Fragile*”  
 Grade 3 Poster Image  
 BLM 3-1, 3-2

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

#### Hannah’s Vision

This inspiring video shows Hannah at work, and depicts the remarkable impact that Hannah, as a nine-year-old, and her Ladybug Foundation made on the homeless and the community.

**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: 1:30 minutes**

#### Fragile

**Fragile** is a music video performed by young, talented Amanda Falk to lyrics and music written by Amanda Falk. The music is powerful and depicts motivating and thoughtful imagery of hunger, homelessness and poverty from around the world.

**Length: five minutes**

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 **Hannah's Vision** video. Then play the **makeChange** Grade 3 Video Vignette. Use **BLM 3-1** to record thoughts during the video viewings. (**Remember, the BLM's are in editable Word document form on the Supplementary Resource Materials disc included with this Program.**)

Introduce the students to the Grade 3 Poster Image. Discuss the video and invite students to decide where in the classroom to place the poster. Keep it posted while you use this Program. Let them focus on the Poster Image.

Ask students;

- What do you see in the poster? What do you think is happening?
- Use the **BLM 3-2** to brainstorm for a few minutes before discussion.
- Do you think this person could live on the street?
- Do you think she has a family, or does she live alone? What else do you want to know about her?
- Do you think she is happy or sad? Do you think she is loved and cared for?
- What else do you want to know about her?
- How does it make you feel? Encourage students to discuss the poster and their response to it.
- Does she look like she might need someone to help her?
- What does she have gathered around her and why? What does she have in her cart?
- Where do you think she keeps her things at night?
- Where does she eat and sleep?

**Build a profile of her, but for now do not give her a name. Being nameless is one of the desperately isolating and demeaning aspects of homelessness. We will name her later to make the point more empathetically.**

Do the 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?

Did you notice anyone in the video who was not having his/her “human rights” met?  
What does the term “human rights” mean?

What interested you from the video?

As students go through the Program, refer them back to the Poster Image at appropriate times, to remind them of the boy at the dump and continue to engage them in what his life must be like.

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

Finally, play the music video “**Fragile**” to bring the Poster Image into broader context, with the message that no matter what our circumstances, we are the same.

**Teacher Notes:**

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