

## ACTIVATING ACTIVITIES – “SEEING AND ENGAGING”

### 1. “makeChange Grade 8 Video Vignette” and Poster

**Materials Needed:**

Video “Hannah’s Vision”

Video makeChange Grade 8 Video Vignette (DVD player)

Grade 8 Poster Image

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**Teachers should preview all video content before screening it for students. Lengths are approximate running times. Before use, consider classroom and community sensitivities, and age-appropriateness.**

**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**

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Introduce students to who Hannah Taylor is. 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 8 Video Vignette and introduce students to the Grade 8 Poster Image.



Discuss the videos and invite students to decide where to place the poster.

- Why do you think Hannah helped the homeless people 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 is happening?”
- What do they think this image is trying to show?
- Where do you think this man lives?
- When you see this image, what do you automatically assume about this person?
- Do you think he is homeless, or just moving some of his possessions somewhere, using a grocery cart?
- Does he look like he might need some help? What kind of help do you think he might need most?
- What is your assumption about what his life is like?

Describe what you think he is like. What character traits do you think he has? Make a list of the responses.

- Where do you think he slept last night?
- Where do you think he eats?
- Do you think he has addiction problems?
- Do you think he has a family? What else do you want to know about the man in the image? Is his life hard? Is he cold in the winter?
- Do you think he is happy or sad? Do you think he is loved and cared for?
- What expression do you see 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.

**Try to relate the man in the poster to each of the activities in this Program as you work through them. Keep the man in the poster in the minds of students, so that students can connect with him, engage with him and want to help him or others in need.**

