

2. Senior Years – makeChange Video Vignette and Poster



Materials Needed:

Video makeChange – Senior Years makeChange 2 Video Vignette

Video **Make Change** music video (DVD player)

Senior Years – makeChange Poster Image

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.

Grade Level Vignette

Hannah Taylor introduces make**Change**: 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

Make Change Video

Make Change is a music video performed by Nolan Balzer to music and lyrics written by Olaf Pyttlik. This is original music written for make**Change**: **The Ladybug Foundation Education Program**.

This empowering video introduces Hannah Taylor and merges the reality of homelessness with the ability to make a difference just by stepping outside of normal boundaries to engage with the homeless.

The video is an artistic representation of Hannah’s journey and young students may not distinguish that from the reality of safety concerns of unsafe areas and approaching strangers, despite safety warnings from teachers.

Contains Hannah’s warning about taking care with strangers.

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 **Make Change** music video; then play the Senior Years – make**Change** Video Vignette included with this Program and introduce students to the Senior Years – make**Change** Poster Image included with this Program.

Discuss the videos and invite students to decide where to place the poster. **Refer to Framing Your Thinking for a selection of processing forms to use while viewing the video presentation.**

Find out what interested the students from the music video.

Discuss what they saw in the video, and their reaction to it.

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?

In each of the Senior Years posters, there is a person in the image (in Senior Years – make **Change** 3, it is Hannah).

Focus on the person – For Senior Years – make **Change** 1, 2 and 4, ask these types of questions:

- Where do you think this person lives?
- When you see this image, what do you automatically assume about this person?
- 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?
- Try to elicit students' reactions to homelessness and poverty.
- What do you know about homelessness in Canada? In the world?
- How is it dealt with? Who helps the homeless and hungry?
- Should there be homelessness and hunger in Canada? In the world?
- How does the poster make you feel? Encourage students to discuss the poster and their response to it.
- Create your own activity to summarize the thoughts and feelings that the image evokes.

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, and engage with him, and come to want to help him or others in need.

- For Senior Years – make **Change 3**, inquire about their response to the poster.
- What meaning do they take from this image?
- What is Hannah looking at/thinking about/feeling?
- Is she lonely? Is she feeling the loneliness and emptiness of the lives of the homeless people she helps?
- Is there a sense that she feels lonely or solitary in the work she is doing?
- Create your own activity to summarize the thoughts and feelings that the image evokes.

Try to relate Hannah and the feelings this image evokes to each of the activities in this Program as you work through them. Keep this image of Hannah (who is “seeing” or “feeling” something) in the minds of students, so that students can connect with her and her work, and engage with her, and come to want to work with her (or others) to help people in need.

For all levels:

- Can you connect the video and the poster image?
- 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?
- What about young people getting involved and helping? What kinds of differences can you make?

Now, take students to The Ladybug Foundation Inc. website www.ladybugfoundation.ca to learn more about the work Hannah and The Ladybug Foundation Inc. does, and to get a fuller understanding of the kind of difference a young person can make.

In the video, Hannah's mom was nearby in the car when Hannah spoke with a stranger. Remind students of the need to be careful and safe around strangers.

Teacher Notes:

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

~ Hannah