Language level:	Pre-intermediate (A2) +
Learner type:	Young learners; Teens; Adults
Time:	30 minutes [day 1] + 45 minutes [day 2]
Activity:	Videotelling
Topic:	Child slavery; Child sexual exploitation
Language:	Metaphors of freedom
Materials:	Song; Video; Worksheet

Love 146 *is a charity that raises awareness and resources to combat child sex trafficking. In 2011, they organised a flash mob in Trafalgar Square, London. This lesson plan can be used to introduce the issues of child slavery, or child sexual exploitation.*

I came across the video used in this lesson plan through ***The No Project****, an independent, anti-slavery initiative that focuses on the role of demand and targets awareness through music, the arts, film, education and social media.*

Preparation, materials and equipment

For **part 1** of the activity (the song):

1. You will need the song *Little Bird* by Annie Lennox. Use any of the following sites or applications to find it:

   - YouTube: http://youtu.be/pjbNLVQ_Iwk
   - Groove Shark: http://tny.gs/pWc5aO
   - Spotify: http://bit.ly/a2y9OH
   - The iTunes store: via iTunes media player

2. Decide how you are going to play the song in class (computer or mobile phone and loudspeakers, for example)

3. For each student, make a copy of the **Little Bird** worksheet on page 7.

For **part 2** of the activity (videotelling):

You will need a flash mob dance video by **Love146**, a charity that works to combat child sex trafficking and exploitation. You can access the clip on YouTube by clicking on the following link:

http://bit.ly/mTxCYr

Decide how you are going to display the clip in class. Possibilities include:

- Mobile device (For one-to-one situations)
- Laptop, desktop, tablet computer (For small groups)
- Computer, projector + screen (For larger classes)

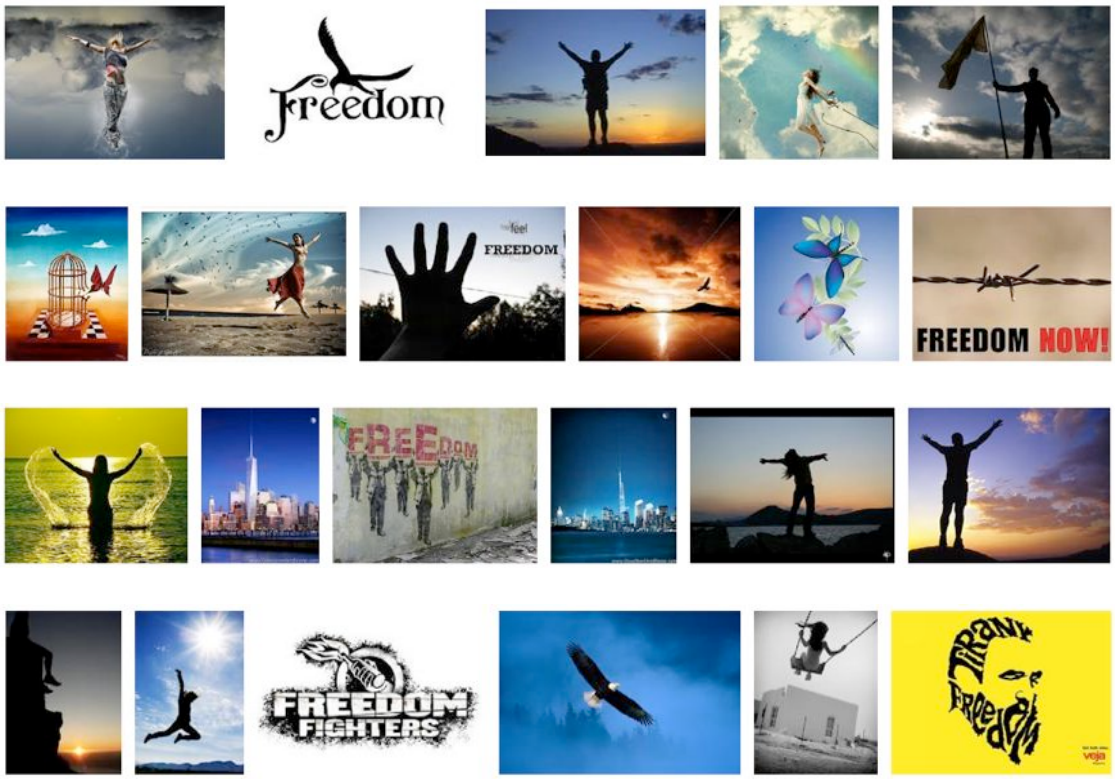
Don't forget the loudspeakers.

If you don't have Internet access in class, you could download or 'capture' the video from YouTube. Use **www.savevid.com** or a similar site. Note, however, that in doing so, you will be breaching YouTube's Terms of Use.

Note that this lesson plan is divided into two parts: **part one** (the song) and **part two** (videotelling). The activity may work best if done over two days but this is not essential.

Lesson plan: Part one (the song)

1. Tell students that you want to tell them about an experiment that you did earlier: You put a single word into an image search engine and looked at the results. Tell them that you will describe some of the images and they have to guess what the word was.



The word in question is *freedom*. An online image search of the word gives rise to lot of visual metaphors and cliché images of birds, butterflies, wings, outstretched arms (free from constraints), standing on mountaintops, running across sandy beaches, cages with open doors, even the US flag. Describe these to your learners and see if they can identify the word in question.

2. Once students have identified the key word, ask them to consider which of the images provides the best metaphor of freedom. Also ask them to consider which metaphors provide bad, inaccurate or misleading metaphors (I can think of a telecommunications company whose advertisers associate its mobile phone network with freedom. Or how about a soft drink that supposedly gives you wings?)

3. Tell students that you have a song for them that uses the metaphor of a bird to represent freedom. Brainstorm students for bird-related words and write these on the board.

4. Give out the **Little Bird** worksheet (page 7) and ask students to complete the tasks. Explain any unknown words or language and write this on the board.

Notes / Glossary

- **To look up to** (line 1)
  In this phrase, the preposition '*to*' is used instead of the more common '*at*'. It sounds better in the song and there may be no significant difference in meaning. Perhaps your students have heard this phrase before in *Bohemian Rhapsody* by Queen: *Is this the real life? Is this just fantasy? Caught in a landslide, no escape from reality. Open your eyes, look up to the skies and see ...*
- **To glide** (line 2)
  To move smoothly and quietly
- **Sit right down** (line 5)
  In this phrase, *right* means *immediately*. However, in the song, it serves to add an important extra syllable to the lyrics and preserve the rhythm.
- **Rage** (noun - line 7)
  Anger
- **We reap what we sow** (line 14)
  To sow: to plant seeds; To reap: to harvest the crop. This figurative phrase is used to say that things happen to people because of what they have done in the past (for example, bad things happen to bad people).
- **Blessed** (adjective – line 17)
  In this context, *blessed* means *lucky*.
- **To put something to the test** (line 18)
  To find out how good or effective something is (source: *Macmillan Online Dictionary*)
- **Troubled** (adjective - line 19)
  Worried about the problems that you have (source: *Macmillan Online Dictionary*)

5. Allow students to pair up and share their answers before asking for feedback. See answers below.

6. Let students hear the song and ask the following:
   - Have you heard it before?
   - Have your interpretations changed now that you have heard it?

Answers

a. The song is by Annie Lennox. It is from her 1992 debut solo album, *Diva*.

b.
1. Sky
2. Melody
3. Fly (away)
4. Wings
5. Nest

c. Line 20: *Weighted to the ground*
Line 22: *Burden* (literally, something heavy that you have to carry.)

Lesson plan: Part two (videotelling)

1. Use the sample **Videotelling Script** on pages 8 to 10 to explore and talk students through the **Love 146** flash mob video. Ask questions whenever possible (examples are shown **in bold**).

2. Show students the clip.

At the beginning and end of the video, subtitles tell us that the **Love 146** project exists to raise awareness of child sex trafficking. If you want to keep students curious during viewing, play the clip from 1:00 and stop it at 9:00.

3. Ask students if they have any more ideas now that they have seen the clip and realised that the song used is *Little Bird*.

Follow up

To adults and teenagers, give the following homework task:

Go online and find out the following:

- What is **Love 146**?
- What does **Love 146** do?
- What is the story behind the name **Love 146**?

Love 146 was set up to 'bring an end to child sex slavery and exploitation' and the story behind the name is quite graphic and potentially disturbing. For younger learners, you can use this lesson plan as a way to introduce the wider issue of human trafficking into your own country, especially that which involves children.

Variation 1

Rather than showing the video clip in class, refer students to it so that they watch it in their own time. To do this, you could:

- Give students the title of the clip: ***Official LOVE146 Flash Mob – Can you see me?*** Ask them to watch it for homework.
- Put the clip on a class blog or Facebook page.
- Email the clip to everyone after class.

Variation 2

Prepare a slideshow of images to reinforce the ideas that are explored in the **Videotelling** stage of the activity (a screen shot from *Schindler's List*, *The Girl in the Red Coat* book cover, a photograph of Trafalgar Square). These images are available online – see links on **Lessonstream**: http://bit.ly/mTxCYr

Comment

Thank you very much to Judy at **The No Project** for drawing my attention to video used in this activity. Judy works very hard to raise awareness of the issues that are considered here. The site (http://thenoproject.org/) links to an impressive selection of organisations, art projects, music videos and short films that deal with the subject of human trafficking. Please 'Like' the Facebook page: https://www.facebook.com/thenoproject

Little Bird

I look up to the little bird
That glides across the _____ (1)
He sings the clearest _____ (2)
It makes me want to cry
It makes me want to sit right down and cry

I walk along the city streets
So dark with rage and fear
And I wish that I could be that bird
And _____ (3) away from here
I wish I had the _____ (4) to _____ (3) away from here

But my, my I feel so low
My, my where do I go?
My, my what do I know?
My, my we reap what we sow
They always said that you knew best
But this little bird's fallen out of that _____ (5)
I've got a feeling that it might have been blessed
So I've just got to put these _____ (4) to test

I am just a troubled soul
Weighted to the ground
Give me the strength to carry on
Till I can lay this burden down

a. Have you heard this song before? Do you know who sang it?

b. There are 5 missing words in the text. They are all related to birds. Can you guess what they are? (Note that some of them are repeated).

c. Can you find any metaphors/figurative expressions that are associated with a lack of freedom? There are at least two good ones.

d. **Interpretation**: Whose words are these? Why do you think that he or she is not free? Specifically what is his/her problem? (Note that there is no right or wrong here.)

Videotelling script

'Videotelling' is a technique in which a piece of visual material is turned into a whole-class communicative event. As the teacher leads students through the narrative, opportunities for student interaction are encouraged along the way.

Q: **Does anyone know the film Schindler's list?**

Q: **Do you remember what it is about?**

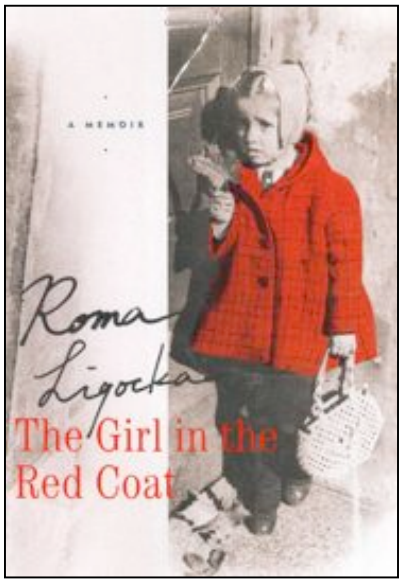
The film is about a German businessman who saves the lives of hundreds of Jewish refugees during the Second World War, by employing them in his factories.

Q: **Is it in colour or black and white?**

Almost the entire film is in black and white. But there are a few moments of colour.

Q: **Does anyone remember any of the colour moments?**

The most famous one is when Schindler sees a little Jewish girl in a red coat. Later in the film, she is seen among the dead. She is only recognisable by the colour of the red coat that she is wearing.



Although it was unintentional, the character is coincidentally similar to Roma Ligocka who was known in the Kraków Ghetto for her red coat. Ligocka survived the Holocaust. When she saw the film *Schindler's List*, she identified herself with the character. She wrote her own story, *The Girl in the Red Coat: A Memoir*.

We will come back to the Girl in the Red Coat in a moment.

Q: **Does anyone here know where Trafalgar Square is?** (Answer = London)

Q: **Has anyone visited London / Trafalgar Square recently? What do you know about it?**

I want you to imagine that you are in Trafalgar Square.

Q: **What is the weather like?** (Answer = it is very nice today – the sun is out)

Q: **What do you see?**

Trafalgar Square is home to a fountain, a lot of pigeons, Nelson's Colum, 4 lion statues, the National Gallery, St Martin-in-the Fields Church, demonstrations, New Years celebrations, etc.

The strangest thing that you see today is a little girl. She is alone and she looks a bit lost.

Q: **Can you guess what she is wearing?** (Answer = not a read coat, but a red dress)

The strangest thing is that she is carrying a sign.

Q: **What do you think the sign says?** (Answer = *Can you see me?*)

Q: **Can anyone explain what is going on here?**

There is a curious crowd of people looking at her. They are also wondering what is going on.

Q: **What do you think happens next?**

She starts singing. She starts singing a song that I am sure you know. More curious people stop to watch.

Q: **Do you have any ideas what is happening?**

The next thing that happens is this: Suddenly, from out of nowhere, a group of professional dancers surround her. There are about 60 of them. They start to perform a carefully choreographed series of moves to accompany the music. At one point, they pick up the girl in the red dress and hold her above them.

Q: **Any ideas? Why is this happening?**

All of the dancers are wearing white T-Shirts with a logo that reads: *Love 146*.

Q: **What could that mean?**

Next, four female singers join them. The singers continue with the song. More and more people turn up to watch. By this time, there is quite a big crowd surrounding them.

Q: **Has anyone ever seen anything like this before?**

This is an example of a flash mob.

Q: **Do you know what a flash mob is?**

The Macmillan Dictionary defines '*flash mob*' as: *A large group of people who suddenly gather in a public place, do something for a short time, and quickly go away again*.

Q: **Have you ever seen a flash mob on YouTube? Can you describe what you remember?**

Q: **Why do people organise flash mobs?**

For the purposes of performance art, as a means of protesting, to promote something, even for fun: Silent discos (where people turn up with their own portable music devices) and street pillow fights are two such examples of the latter.

This flash mob in Trafalgar Square ends when the song finishes. The dancers and the female singers leave the scene. The only person that is left is the girl in the red dress and the confused crowd.

Q: **What do you think was the purpose behind this flash mob in Trafalgar Square?**

One last thing I have to tell you. The song that is used is a song that you know: *Little Bird*

Q: **Any final ideas?**