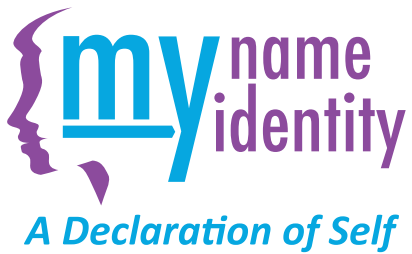


# Getting to Know Our Names Week



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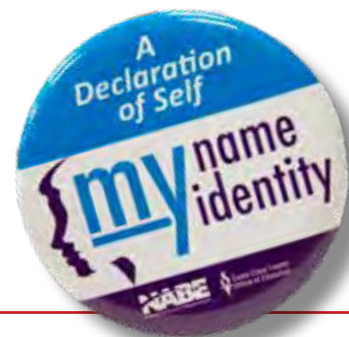
The California State Board of Education adopted the California English Learner Roadmap in July 2017. The My Name, My Identity Initiative, which is a partnership effort between the National Association for Bilingual Education and the Santa Clara County Office of Education (SCCOE), has been featured as one of the illustrative examples for Principle One: Assets-Oriented and Needs Responsive Schools of the English Learner Roadmap.



The My Name, My Identity Initiative encourages schools to designate a week as “Getting to Know Our Names Week” to develop a culture of respect, build relationships, and create a positive climate in the school community.

As a strategy to build awareness in the local community, students and teachers can present their learning of the week at school, parent and district board meetings. Personalized badges and pledges created are encouraged to be shared via Twitter @mynamemyid\_ ; #mynamemyid or Facebook at <http://bit.ly/mynmyid>.

To culminate our efforts in building a culture of respect and cultivating 21<sup>st</sup> century global citizens, SCCOE will invite school teams that have presented at local school board meetings to join the annual National Bilingual/Multilingual Learner Advocacy Month Symposium at the SCCOE. For any questions, please contact the Multilingual Education Services Department at <http://mes.sccoe.org> or (408) 453-4345.



## Preparation for Lessons

- To set the context for this important work, listen to this student voice “Respecting the Name, Respecting the Identity” on why pronouncing students’ names correctly matters to her and other students.
- To create a respectful learning community, it is important to establish norms for creating a safe space for students to engage in dialogues about names, identities, respect and empathy. Examples include: 1). Be present, 2). Show respect, 3). Be open and listen to ideas of others, 4). Speak your mind, etc.
- Prior to the “Getting to Know Our Names Week”, teachers can provide a list of questions for students to use to conduct research on their names.
- At the beginning of each new lesson, it would be important to briefly review key learning from the previous lesson, introduce the new objectives, and use the inquiry question to engage the students’ interest in the lesson activity. For teachers who are interested in extending students’ learning, they can post the question designed for extending learning at the end of each lesson.
- At the end of each lesson, it is recommended that teachers provide an opportunity for students to make connections with prior learning by asking questions such as, “How does what we learned today relate to yesterday’s lesson?”

# Sample Lessons

## Lesson 1

### Objectives:

Learn about each other's name and the name that each person prefers to be called

### Inquiry Question:

How is your name unique?

### Activity: Inside/Outside Circles or Lines of Communication

Here are suggested prompts that can be used with an interactive activity:

- What is your name?
- How do you pronounce your name?
- How is it spelled?
- Do you have a nickname? Who are the people who call you by your nickname?
- What are different names people have called you?
- What is the name you prefer to be called at school?

**Honoring Student Voices:** As a group, discuss how names are unique to people.

**Extending Learning:** What would you like to know more about the importance of names to people?

## Lesson 2

### Objective:

Bring awareness of the importance of names and their rich family and cultural history

### Inquiry Question:

Why are names important to people?

### Activity: Partner Introduction

Have people interview each other in pairs. Each person will have three minutes to interview another person. Each person will have one minute to introduce his/her partner.

Suggested interview questions:

- Is there a story behind your name? What is it? For example, was your name given to honor someone?
- Who gave you your name?
- Where does your name originally come from?
- What does your name mean? For example, the name Yee in Chinese means friendship.
- What is something positive about you or your name that no one can forget?

**Honoring Student Voices:** As a group, discuss the reasons why names are important to people.

**Extending Learning:** Why is it important to pronounce others' names correctly?

## Lesson 3

### Objective:

Develop empathy on respecting others' names

### Inquiry Question:

How would you feel if someone repeatedly mispronounced your name?

### Activity: Fishbowl

Show a video "Getting Students' Names Right: Why It Matters" by Education Week

Use Fishbowl strategy to process the suggested questions:

- Have you had someone repeatedly mispronounce your name or try to change your name? How did it make you feel?
- As a show of respect, what could you do to try to pronounce others' names correctly?

**Honoring Student Voices:** Share one word that describes your understanding of people's feelings based on the fishbowl discussion.

For example, "I feel **safe** when I know that I can ask people, 'Did I say your name correctly?'"

**Extending Learning:** What are ways that you can show respect and empathy?

## Lesson 4

### Objective:

Express your name and identity

### Inquiry Question:

How does your name badge represent who you are?

### Activity: Create Your Personalized Name Badge

- Think of key words or visual representations that describe you. Create your name badge that will help people to learn your name and attributes that are important to you.
- The name badge can be in the form of a name tent, poster, infographic or a digital image.
- Have each person share his/her name badge.

**Honoring Student Voices:** Invite people to share their name badges with the group.

**Extending Learning:** What do you think students can do collectively to ensure that everyone in our community is included?

## Lesson 5

### Objectives:

Empower each person as a change agent in building a culture of respect and honoring everyone's name by pronouncing it correctly

### Inquiry Question:

What can we do to ensure that everyone in our community is included?

### Activity: Create a Pledge

- Brainstorm ideas to answer this question: What can we do to ensure that everyone in our community is included?
- Record ideas.
- Discuss the ideas and perimeters for determining actions.
- Have each person create a pledge of what he/she will do to build a community of respect.
- Each person can also take the pledge for the My Name, My Identity Campaign at <http://bit.ly/mnmidpledge>.

**Honoring Student Voices:** Invite people to share their pledges with the group.

**Extending Learning:** What can you do to promote a culture of respect beyond your classroom/school/district/city/state?

# Resources for All Lessons

Hyperlinks are embedded in the electronic copy of the brochure.

Visit [mynamemyidentity.org](http://mynamemyidentity.org)

## Community Building Activities/Tools:

[Stories of Your Names Icebreakers](#)  
(Grades PreK-12)

[Identity Charts](#)  
(Grades PreK -12)

## Picture Books:

[Chrysanthemum](#)  
by Kevin Henkes (Grades Prek-2)

[Chrysanthemum](#)  
Read Aloud in YouTube

[My Name is Sangoel](#)  
by Karen Williams and Khadra Mohammed  
(Grades 1 and up)

[My Name is Yoon](#)  
by Helen Recorvits (Grades 1-3)

[The Name Jar](#)  
by Yangsook Choi (PreK-Grade 2)

[The Name Jar](#)  
Read Aloud in YouTube (PreK-Grade 2)

[Three Names of Me](#)  
by Mary Cummings (Grades 3-5)

## Poem:

[My Name Is Jorge on Both Sides of the River](#)  
by Jane Medina (Grades K-6)

[My Name Is Jorge on Both Sides of the River](#)  
by Jane Medina (Grades K-6)  
Read in both Spanish and English

## Chapter Book:

[My Name is Maria Isabel/Me Llamo Maria Isabel](#),  
by Alma Flor Ada (Grades 2-5)

## Short Novels:

[Names/Nombres](#)  
by Hulia Alvares (Grades 6-8)

[The House on Mango Street](#)  
by Sandra Cisneros (Grades 9-12)

## Units:

[What's in a Name? A Back-to-School Literacy Unit](#)  
(Grades 1-2, 3-5)

[Developing Empathy](#)  
by Teaching Tolerance (Grades 6-8)

[Investigating Names to Explore Personal History and Cultural Traditions](#)  
(Grades 6-8)

[Exchanging Stories--Names](#)  
(Grades 6-12)

[From Word Stories to Name Stories](#)  
Lesson Plan ideas (Grades 6-12)

[Becoming American: Exploring Names and Identities Facing History Unit](#) (Grades 9-12)

## Videos:

[Do Names Matter?](#)  
Lion Lee explained the importance and surprising impact of names (Grades 9-12)

[My Name My Identity Flipgrid Activity](#)  
Martin Ricardo Cisneros, Academic Technology Specialist at the Santa Clara County Office of Education demonstrated how teachers can have students tell them about their names on Flipgrid, a video discussion platform (Teachers)

[My Name, My Identity of Our Teachers](#)  
A group of teachers shared the meaning of their names (Grades 6-12)

[Student Voice: Respecting the Name, Respecting the Identity](#)

Bhargavi Garimella, Director of Management at Redefy shared students' perspective on the importance of pronouncing students' names correctly (Grades K-Adult)

[Respecting Students' Identities: Names Matter](#)  
Students at Washoe County School District shared their names (Grades 2-12)

[Say My Name](#)  
A group of Chinese college students shared the meaning of their names and why their names are important to them (Grades 6-Adult)

[That Moment You Learn The Meaning of Your Name](#)  
Siaka Massaquoi shared how he felt about his name when he was growing up and after he learned about the meaning of his name (Grades 9-Adult)