

# ***BEING THE CHANGE***

November

# ***REVIEW OF LAST SESSION & AGENDA FOR TODAY***

- Last Session:
  - Identity- what makes us who we are?
  - Identity web activity
- Agenda for today
  - Thinking outside of our "normal" experience
  - The importance of names
  - Name Stories

## ***DECENTER YOUR NORMAL***

- Visualize a day in your life:
  - From your home to school, school to hobbies/sports/kids' events, daily errands, and then back home
  - Who do you encounter? Think about their faces.
- Now think about someone you perceive as an "outlier"- someone whose culture or ethnicity is different than yours. Visualize what their day would be like in YOUR normal routine.
- The purpose of this...
  - We see the world through our own experience.
  - To Be the Change, we must pay attention to the language we use and how it can position people, customs, food, and traditions outside of what we view to be "normal"

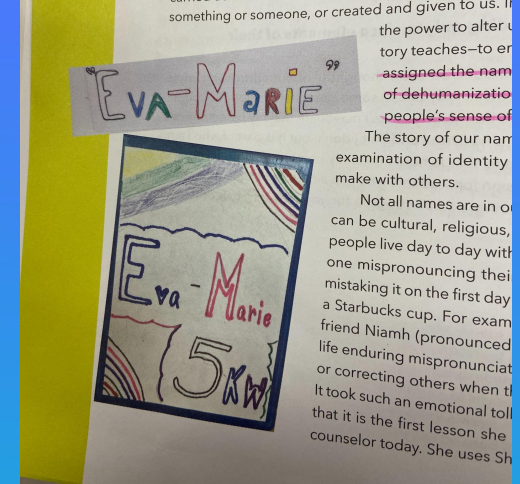
## ***ENTER WITH HUMILITY***

- "We live in a culture of TELL and find it difficult to ask, especially in a humble way." - Edgar H. Schein
- We should practice being learners who enter conversations with humility and ask questions when we don't understand
- Social comprehension is a PROCESS that takes time, effort and HEART work
  - We must constantly reflect on our relation to with ourselves and with others
  - We must be willing to let go of our desire to be "right"

***WE DON'T HAVE A LICENSE OR THE RIGHT TO  
DETERMINE OR CERTIFY "NORMAL"***

# PLACING OURSELVES IN THE WORLD : NAME STORIES

- Names matter.
- Names can be cultural, religious, ancestral, or invented.
- Learn how to pronounce your students' names authentically.
- "Enslaved people were assigned the names of their masters, a process of dehumanizing and obliterating a people's sense of self."
- "Anglicizing, Americanizing, or simplifying names is easier for assimilation, but at what cost to the bearer of the name?" - p.15
- When should we celebrate name identity?



# ***NAME STORIES LESSONS***

- Allow students to talk to each other about their names
  - It's okay if they don't know much about it
    - i. What do you know about your name?
    - ii. What feelings do you have about your name?
  - Ask students to share what they heard their partner say
- Connect students' stories back to the mentor text
- Model writing Name with the mentor text in mind
  - Allow students time to research the origin of their name
  - Encourage students to ask questions at home about their name

## ***THE GOAL***

***WHILE THE WRITING IS IMPORTANT, THE BIGGER LESSON HERE IS THE EMPATHY BEING BUILT: NAMES ARE UNIQUE BECAUSE THEY CARRY VALUE TO OTHERS.***



## ***ENCOURAGE ALL STUDENTS TO PARTICIPATE***

- If students don't think their name has a good story
  - Allow time for them to research the origin of their name
  - Look up other people in history that share the name
  - Encourage them to interview someone at home about their name
- If students are uncomfortable with their name...
  - Continue to read stories with characters with unique and globally diverse names
  - Take time to meet with students one-on-one to provide support and comfort
  - Don't force students to participate if they're not ready
- Address students who do not take *different* names seriously
  - Frontload a character's name or culture ahead of time
  - Normalize the names that seem *different*
  - Explain that in other places around the world, people would have difficulty pronouncing our English names

## ***RESOURCES TO CONTINUE LEARNING***

- [The Lasting Impact of Mispronouncing Students' Names](#)
- [It's All About Relationships](#)
- [What's in a Name?](#) Literacy Unit