



Module #7: Family Part 2

ETHNICITY AND HERITAGE

SEL Competencies: Self-Awareness (Recognizing Strengths)
Social Awareness (Appreciating Diversity)

Aim: To open a conversation about students' ethnicity and heritage. To highlight the diversity and the uniqueness of each student's community.

Preparations:

- Students will need writing utensils
- Print copies of "REAL ID" worksheets for each student (these are half-sheets, two per page)



NOTE: At least a day before you lead the activity - Ask the students to ask their family about their name origin (First, Middle and Family names)

Opening: *"As you know, we have been focusing on family for the past few weeks, exploring the ways our family of origin has, and still is, influencing us and the way we are in the world. Today we're going to focus on our ethnicity and heritage as it is being reflected through our names. I hope you have done your homework, I am curious to hear how it was for you all! Let's begin with our activity and take it from there."*


My Real ID - Activity

1. Pass out the REAL ID worksheets and ask the students to fill in the blanks.
2. Ask the students to tape their ID on the board when they're done.
3. Once everybody is done, open the "ID gallery", ask the students to take the time to read other people's IDs. Ask them to notice any similarities, differences and the feelings that are coming up for them as they read other people's IDs.
4. Come to a circle for discussion.



TIP: Students can fill the things they know and leave some blanks if they don't. If you didn't get the chance to ask them to ask their families about their name origin, or if some of them forgot, that's fine- they can do it based on what they know and you can give them a few minutes to look it up online. If you feel comfortable, make your own ID!

Discussion Questions:



Be sure to ask...

- What was this process like for you? Asking your family, sharing it with others, hearing other people's backgrounds?
- What did you find out?
- What was different? What was the same?
- What was it like if you had to leave part blank or don't know your name's origin story?
- What are some reasons someone might not know the origin of their first or last name? (e.g., adoption, don't have access to ask the people who know, intergenerational trauma that has resulted in family separation, such as deportation, slavery, fleeing conflict)



Going deeper...

- Does your name feel connected to your heritage? Why or why not?
 - How does it feel like when people get your name wrong?
 - Do you feel comfortable correcting them?
 - Why or why not?
 - Is there a way you say your name in your native language that is different from the way you say it when you're with others who are not of the same background as you?
- Do you feel comfortable saying your name the way your parents intended for it to be pronounced?
 - Do you use a more English sounding version? Why or why not?

Closing - Names

"I think that today's activity showed us how sometimes things that are mundane or that we take for granted, actually hold a lot of meaning and importance to who we are and how we are in the world. Many times we forget that about ourselves, and even more so about others."

"You are important, your heritage and your story are to be heard and to be seen, and I am very proud of how you shared it today with others. As a closing activity, each student will enter the center of the circle and will tell us how they want us to say their name. Then we will all echo their name once, at the same time."

REAL ID

My full name is: _____

What it means to me is: _____

In another language it means: _____

My parents/caregivers named me like that because: _____

At home, people call me: _____

and that's because _____

At school, I go by: _____, and that's because _____

The origin of my family name is: _____

When I think about my name origin, I feel _____.

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