



amazeworks

The Name Jar

**Lesson for Educators and
Caregivers**

amazeworks.org

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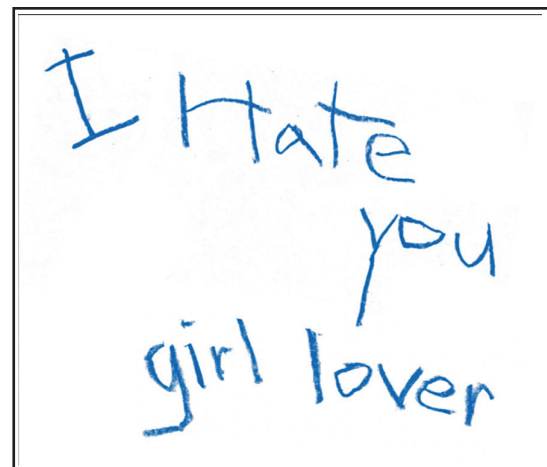
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History of AmazeWorks

AmazeWorks began in 1996 because of an incident of bias towards a 2nd grade student with two lesbian mothers. In response to this incident, the family worked with a committed group of educators, parents, school psychologists, and community members to create a program to talk about diversity in a way that helps children learn about themselves and the people around them. This group's belief that every child should see their family structures, identities, and lived experiences reflected in positive mirrors in the classroom led to the creation of AmazeWorks and our foundational Elementary Curriculum, rooted in Anti-Bias Education. AmazeWorks was incorporated in 1996 as a 501(c)(3) nonprofit organization.



Our Process

AmazeWorks carefully curates the books we use in our curriculum, identifying books that are written and illustrated from authentic voices as much as possible. We utilize task forces of educators, community members, parents, and specialists to vet and provide feedback on the books and lessons to ensure that the curriculum truly reflects the tenets of Anti-Bias Education and does not reinforce harmful stereotypes of different groups of people.

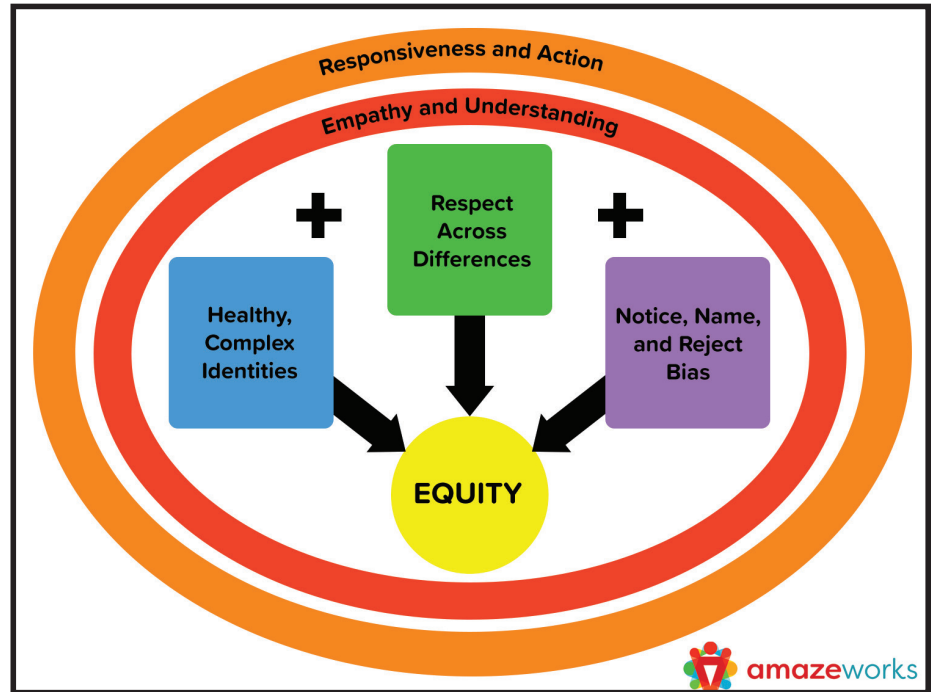
The curriculum was created using a backwards design process. Discussion questions and journal prompts are guided by the Six Facets of Understanding framework (Wiggins and McTighe).



AmazeWorks Anti-Bias Education Model and Conditions for Belonging Framework

The Elementary Curriculum is centered around the AmazeWorks Anti-Bias Education model, developed from the work of Louise Derman-Sparks and Julie Olsen Edwards in early childhood.

“Anti-bias education is a critical approach to teaching and learning that recognizes that change is needed. Anti-bias educators actively challenge prejudices and injustices. They engage in critical thinking and problem solving, supporting all children in developing a fuller understanding of themselves and their place in the world. Anti-bias teaching helps children strengthen their identities as capable and empowered human beings. Through anti-bias education, children identify issues and inequities in their lives, ask questions, consider multiple perspectives and thinking about their lives critically, growing to actively resist prejudice and discrimination. Anti-bias education acknowledges that while education is a human right, in today’s classrooms, schools, and society, biases are shaping the experiences and very futures of children.” (Derman-Sparks et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change. Teachers College Press, 2015.)



Anti-Bias Education (ABE) promotes:

- Empathy and understanding for self and others
- Healthy and complex identity development
- Respect across and appreciation of differences
- The ability to notice, name, and reject bias
- Responsiveness and taking action against bias, prejudice, and discrimination

Infused within Anti-Bias Education is **Social and Emotional Learning (SEL)**. When children engage in discussions around identity, difference, and bias, they are developing and practicing the important SEL skills of:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Identities & Themes

- East/Southeast Asian American (Korean)
- Bi/Multiracial identity or relationships
- Immigration/Migration
- EL/Language barrier
- Feelings
- Friendship
- Kindness
- School success
- Identity safety
- Identity affirmation

Reflection Questions for Adults

1. What are your experiences with appeasing and changing who you are to fit in? How has this felt for you?
2. What can you do as an adult to foster respectful curiosity of others with the children in your life?
3. What can you do to help children feel safe being their authentic self?

Background Information

Children from a non-dominant culture can feel self-conscious in school. This story shares a young girl's journey as she struggles with changing one aspect key to her personal identity in order to "fit in."

When children feel unsafe, they often adjust or modify who they are so that they will not stand out. They appease by trying to become what they think is the norm. Feeling pride in one's identities strengthens a child's sense of self and well being. Creating an atmosphere where children feel safe being authentic, and fostering respectful curiosity can be accomplished by introducing and celebrating differences beyond heroes and holidays. Regular conversation about understanding differences can normalize differences, helping children gain confidence and pride in their own differences and remain curious about and open to others.

Anti-Bias Education Tenets

- ▣ Empathy & Understanding
- ▣ Healthy Complex Identities
- ▣ Respect Across Differences
- ▣ Notice, Name, & Reject Bias
- ▣ Responsiveness & Action

Social-Emotional Learning Competencies

- ▣ Self-Awareness
- ▣ Self-Management
- ▣ Social Awareness
- ▣ Responsible Decision Making
- ▣ Relationship Skills

Read this to the students before reading the book:

Unhei (Oon-Hay) has just moved to the United States from Korea and is nervous about being the new kid in school. She worries about fitting in with the American kids, especially since she fears they won't be able to pronounce her name. She decides to choose a new name instead of telling her classmates her real name, but when her new friend discovers the special meaning behind the name, Unhei, he encourages her to stay true to herself.

Discussion Questions (essential questions bolded)

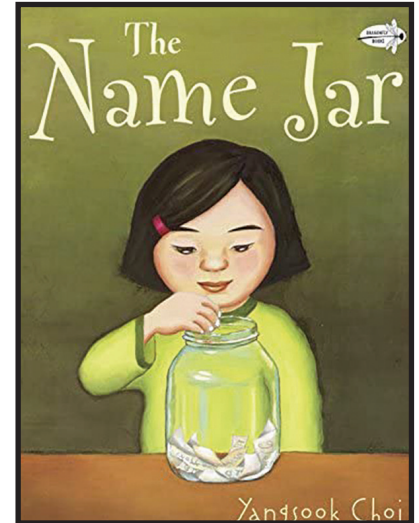
1. **On Unhei's (Oon-Hay) first day of school some kids on the bus made fun of her name. How do you think you would feel if you were Unhei? How did this affect her feelings about her new school? Do you think the kids realized how this affected her?**
2. Why is the gift from her grandmother especially important to Unhei?
3. Even though Unhei's mother, grandmother, and Mr. Kim told her how beautiful and important her name was, she still felt she needed to change it. Why?
4. **Unhei's mother tells her, "You are different. That's a good thing!" Why doesn't Unhei want to be different?**
5. **Why do Unhei's classmates fill the jar with names? How does she feel about this?**
6. When have you felt you had to change something about yourself to fit in? How did it feel?
7. **How does Unhei get the courage to share her real name with the class? When have you had to be brave in sharing something about yourself with others? What helped you?**
8. How does Joey live up to his Korean nickname?
9. **What is something you can do to help someone new feel welcomed in your classroom, school, neighborhood, or community?**

Journal Prompts & Extension Activities

1. Unhei's grandmother gave her something to help her remember who she was and where she came from. Her mother also did this by cooking the food her family was used to. How do you try to maintain your culture, traditions, and connections? Draw or list the things you would do.
2. There are several themes in this book including welcoming, standing up for someone, being proud of who you are, showing kindness, and taking risks. Pick one or two themes that were most interesting to you and tell why. Draw a picture of the theme(s).
3. **Venn Diagram: Connecting to other texts**

Create a venn diagram to compare/contrast the book to one of the following books with *The Name Jar*:

- *Always Anjali* by Sheetal Sheth
- *Mariama, Different but Just the Same* by Jerónimo Cornelles
- *The Favorite Daughter* by Allen Say



Literacy Connections

- Realistic fiction
- Identify details in the text
- Compare and contrast settings
- Identify theme or main message
- Describe setting
- Describe characters/ Character development
- Character point of view
- Use illustrations/pictures/photos to gain information
- Make predictions
- Make inferences
- Make text connections (to self, text, the world)
- Describe major plot events
- Sequence events