

But do I belong?

Fostering a sense of belonging through the wonder of names.

Meet your presenter Katie

- “Hi I’m Katie?”
- Maybe you have met someone else named Katie.
- Perhaps, you have a preconceived notion of who Katie is...
- Looking at your presenter maybe you have already made a judgement.



What's with names?

- Research shows that “...names provide a powerful image of a person and influence people’s reactions to them.” (The Guardian, 2007)



What does this mean?

- Learning students names on the first day of school is stressed and as educators it is important that we try not to judge our students before getting to know them.
- When a student walks into your classroom they come with a living history. Typically students already have some idea of who they are or what they think of themselves.

Introduction and Hopes

- Challenges, empowers, and inspires you to take risks and be creative in your teaching practice.
- Equip you with resources
- Give you some insights into how social studies and ELA are tackled in my classroom.

Questions Task (5-8 mins)

- Task: read the questions around the room and determine common themes, ideas and questions. Using the sticky notes at your table please respond to the questions. You may also respond to each others comments and questions.



Where the journey began..



- Brandon University
- Star Quilt Research Project
- Grade 5/6 Placement at Alexander School

I did the unexpected...

“Name Giving” by Basil Johnston.

“What do you think the world would look like without names?”

- “Can I be a Canadian citizen without a name?”
- “What would happen if we were all named the same thing?”
- “Why do we need different names?”
- **“If I didn’t have a name then there would be no point in being a good person because no one would know who I was.”**



The questions shifted
from “What is a
name?” to “**W**hat is
in a name?”

The Approach to Teaching

- “...teaching only has meaning if it carries with it a notion of “transcendence,” that is if it is understood as something from the outside and adds rather than just confirms what is already there.” (Biesta)
- “Authentic teaching is watchfulness, a mindful watching overflowing from the good in the situation that the good teacher sees. In this sense, good teachers are more than they do; they are the teaching.” (Aoki)



The Identity Project: An Inquiry Into Names

- 1) Starts with provoking students and allowing space for their wonderments or questions to emerge.
- 2) Students explore “Who I am?” and are given time to explore each others questions and experience wonder.
- 3) Community building piece. “Who are we as a community?”

Personal Book of Wonder

“But it is this encounter with the world, not as an object but as another subject existing independently of a thought which produces the feeling of awe and wonder. We have the capacity for wonder. It is possible for us to meet this world and the other subjects which make up this world and to stand face to face with them- to feel wonder, amazement and a sense of mystery.”

(Huebener)

My Personal Book of Wonder.....

*In this book there is no such
thing as right or wrong
answers,
There are only
Thoughts to be thought
Ideas to be written
Use your imagination
and you might just
get something
spectacular...*

This book belongs to: _____

I WONDER

I wonder why
names are
created?

I wonder why
we are given
specific names?

I wonder how we all
became unique when
we were made the
same way?

What is
identity?

I wonder how
the name giver
gets his name?

I wonder why
people have
several names?

I wonder what
the world would look
like without
names?

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Investigating of names and “Who I am?”

- Students are invited to look into their names and who they think they are.
- Students are invited to determine if and how the meaning of their names represents them.

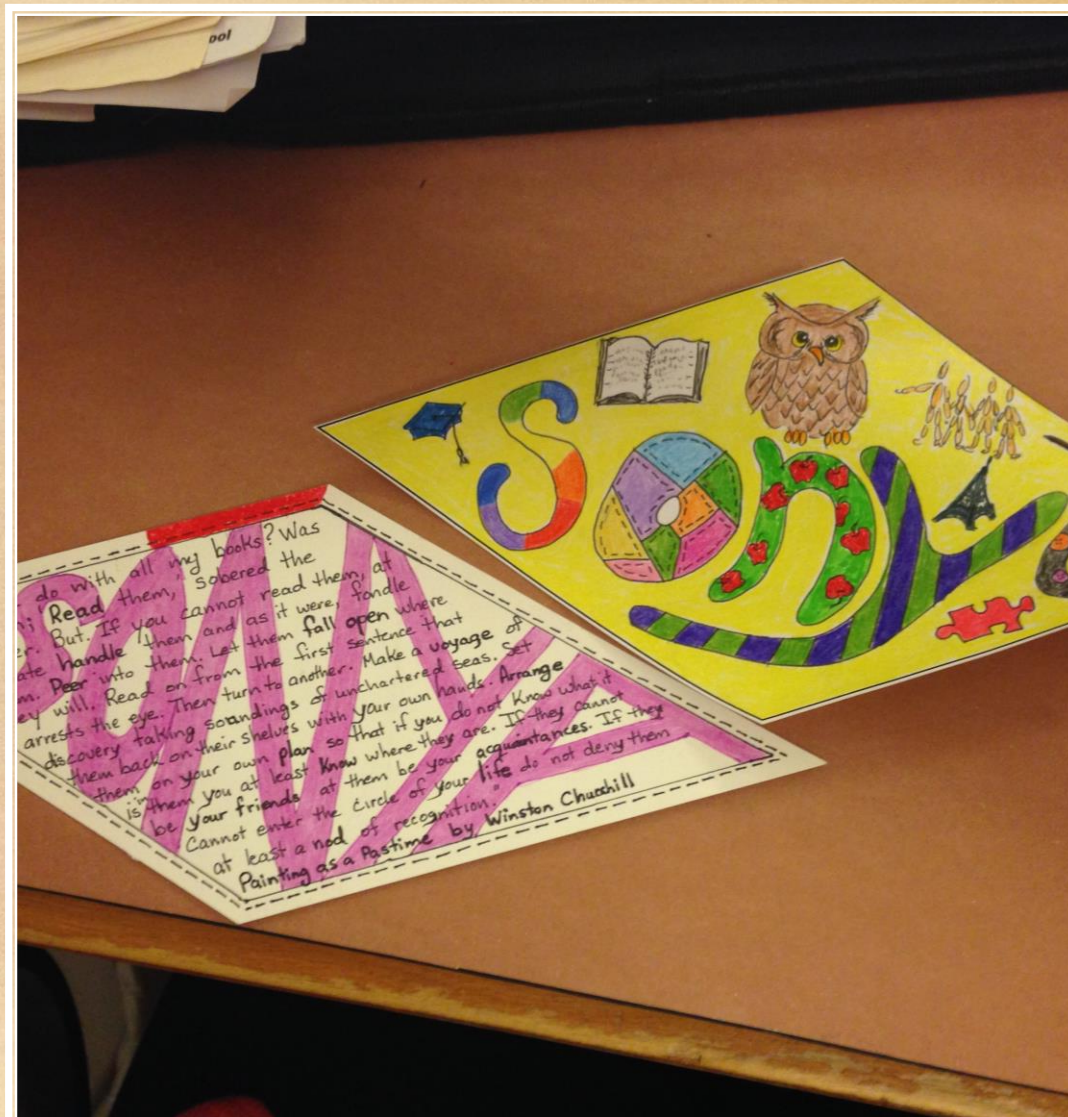


Names.org

Creating a community where we all fit in.

- Students are asked to represent who they are individually and collectively through art and writing.





Curricular Implications



- Social studies is the study of people in relation to each other and to their world. (Alberta, POS)
- “Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.” (Alberta, POS)

Curricular Implications

- Identity is at the heart of the names inquiry tackling the questions: ‘Who am I?’, ‘Who are they?’, and ‘Who are we?’ in ways that encouraged and required autobiographical investigation.
- With every student having a name, it yielded a starting point to uncover and grasp identity as fluid and complex, a collection of living experiences that brings into question what it means to share a Canadian identity that is multi-faceted, yet uniquely individual.

Student and Teacher Take Aways...

- Created a culture of acceptance, understanding and belonging.
- Helped students understand that fluidity of identity.
- Fostered a sense of curiosity, wonder, and awe.
- Understand they are part of history (individually and collectively)

Time to look at resources posted and ask questions:

- <https://www.katelynjardine.com/westcast-2019-presentation>

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