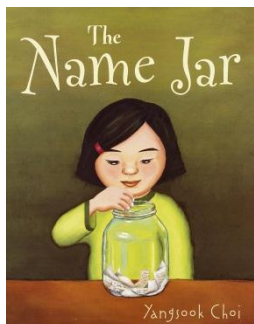


## Discussion Guide for Grades Pre K–1

# The Name Jar

## Summary



*The Name Jar* tells a story of a new country, a new town and a new school for Unhei (pronounced “Yoon-hye”). So what about a new name? Having just arrived from Korea with her family, Unhei is anxious about making friends and worried that no one will be able to pronounce her name. Instead of introducing herself on the first day of school, she decides to pick a new name. The only problem is that she doesn’t know what name to choose. Her classmates try to help her by making a name jar and suggesting names, but it mysteriously disappears. This book will spark a lively discussion about names, culture, immigration and whether it’s more important to “fit in” or be yourself.

*The Name Jar* © 2001 by Yangsook Choi  
2003, 40 pages, Grades Pre K–2, Dragonfly Books

## Learning Outcomes

- Being sensitive to teasing around names
- Noticing unfairness
- Taking a stand

## Requirements

- [The Name Jar](#)
- Puppets or dress-up clothes
- [Definitions Related to Bias, Injustice and Bullying](#) (optional)

## Procedures

1. Read the book *The Name Jar* while sitting very close to the children. Place the book in a position easily seen.
2. After reading the story, have children use puppets to re-tell the story *The Name Jar*.
3. Have a class discussion using the following questions:

### Discussion questions about the story:

- What happened in this story?
- Why do you think the children on the bus teased Unhei (pronounced “Yoon-hye”) about her name?
- How do you think Unhei felt?
- Why didn’t Unhei want to tell her new classmates her name?
- When Unhei tells her mother she doesn’t want to be “different,” her mother says it is good to be different. What does her mother mean? Have you ever felt different? How did it feel?
- How do you think Unhei felt when Mr. Kim told her about her name?
- Why do you think Unhei decided to keep her Korean name?

### Discussion questions for asking connections to self and others:

- Has anything like what happened to Unhei ever happened to you? What did you do?
- Has anything like this ever happened to someone you know? What did she or he do?
- Have you ever been teased about your name or teased someone about their name? How did you feel?

## Vocabulary

Brave  
Identity  
Name master  
Neighborhood  
Nervous  
Relieved  
Teased

Discussion questions for expanding understanding:

- Why do people tease, use name-calling or bully other people?
- What are things you can do to stop teasing, name-calling and bullying?
- What are things you can say to stop teasing, name-calling and bullying? (Offer language like “I don't like when you say/do that. You hurt my feelings.” Or “That’s not right; Unhei’s feelings are hurt when you say/do that.”).
- What are things you can do to be safe from bullying?
- What are things we can do as a class to stop teasing, name-calling and bullying?

### Extension Activities

See the extension activities that follow for ideas on ways to increase awareness about teasing, name-calling and bullying using *The Name Jar*.

# Music and Movement: Stand Up Song

## *The Name Jar Extension Activity*

### Learning Outcomes

- ➔ Noticing unfairness
- ➔ Taking a stand

### Materials

- ➔ Musical instruments such as tambourines, maracas, drums, and so on

### Procedures

1. Begin a discussion with children about Unhei's hurt feelings. Talk about what she did/said to the children when they teased her. Follow up with a discussion of times when their feelings have been hurt. Ask "Have your feelings ever been hurt because someone made fun of you? What did you do? Have your feelings ever been hurt because someone told you that you couldn't play with them? What did you do?"
2. Ask children to think of things they can do if someone is hurting their feelings. As in the focus activity, offer language such as, "I don't like it when you say/do that. You hurt my feelings" or "That's not right. Unhei's feelings are hurt when you say/do that."
3. Tell children that they can learn a song that will remind them what they can say when their or other people's feelings are hurt. Teach children the following song, sung to the tune of *Mary Had a Little Lamb*.

We know what to do and say,  
do and say,  
do and say,  
We know what to do and say  
If someone hurts another.

It's not right to act that way,  
act that way,  
act that way,  
It's not right to act that way,  
That's what we'd tell each other.

4. Discuss with children what might have happened if Unhei's class knew a song like this.
5. Distribute the musical instruments and let children play along as they chant the song.
6. Have children make up a dance to go along with the song.
7. To prompt children, you can softly sing the song when situations occur where feelings are hurt.
8. Ask children's family members to help translate the song into languages spoken by children.
9. Encourage children to make up their own songs about taking a stand for themselves and others.
10. Help children make a chart of feelings based on real situations that occur in the program.

Adapted from The Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute *Bias Free Foundations: Early Childhood Activities for Educators* (New York: Anti-Defamation League, 2001), [www.adl.org/education-outreach/early-childhood](http://www.adl.org/education-outreach/early-childhood).

# Circle Time/Art Time: What's In a Name?

## *The Name Jar Extension Activity*

### Learning Outcomes

- Respecting self
- Respecting others
- Taking a stand

### Materials

- For *Circle Time Component* – No materials needed
- For *Art Time Component* – Paper, crayons, markers, paste, feathers or decorative materials for name tag

### Procedures

#### Circle Time Component

1. At circle time, show children how you can say your name and clap out the syllables. Show children how to say Unhei's name and clap out the syllables.
2. Taking turns, ask each child to say and clap his or her name. When everyone has had a turn, go around the circle again. This time everyone should chant and clap each child's name.
3. Talk with children about the similarities and differences in children's names, for example, "Kenya and Kevin, your names both begin with the letter K." Help children to see how special their names are because they are chosen just for them. You might say, "Sarah, your family chose a special name for you. When I hear or say the name, Sarah, I will always think of you."
4. Say your name again, and tell about something that you like to do. Invite children to take turns doing the same.
5. Then have children introduce the child next to them by saying the child's name and what he or she likes to do.
6. Repeat the activity at another time. Remind children that their names are special. People feel proud of their names because their names describe them. You might say, "People like to be called by their real names. Sometimes people use other names—names that hurt. Has anyone ever called you a name that hurt? What happened? How did you feel? What did you do?"
7. Let children practice standing up to a name-caller. Give them words to say such as, "I don't like it when you call me that. It isn't nice, and it hurts my feelings. Don't call me that name again."
8. Repeat the activity as new children enter the group, or when name-calling situations arise.

#### Art Time Component

1. Reread and show the children the part of the book in *The Name Jar* that shows Unhei writing out her name in English and Korean on the chalkboard.
2. Help children write down their names on drawing paper.
3. Give them art materials such as crayons, markers, paste, feathers, or other decorative materials to use to decorate their names. As children work, talk about their names and how special they are. Encourage children to decorate their names in ways that describes how special they are.
4. Create a Name Wall in the room and hang each name along with a picture of each child.

Adapted from The Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute *Bias Free Foundations: Early Childhood Activities for Educators* (New York: Anti-Defamation League, 2001), [www.adl.org/education-outreach/early-childhood](http://www.adl.org/education-outreach/early-childhood).