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FOR HEALTHY LIVING
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ABC READER'S OUTLINE

René Has Two Last Names by René Colato Laínez

Topic	Details
Goals	<ol style="list-style-type: none"> 1. Understand and learn about different cultures and how diversity makes us stronger. 2. Identify and celebrate individuals' personal identities. 3. Use positive personal power to stand up for traditions and beliefs. 4. Be inclusive and accepting of differences. 5. Learn to pronounce names correctly.
Preparing for Lesson (45 minutes)	<p>Review lesson plan, collect materials needed, and read the book at least once.</p> <p>Contact Teacher</p> <ul style="list-style-type: none"> • Welcome feedback from last lesson • Set time and date for next reading <p>Prepare Parent Letter</p> <ul style="list-style-type: none"> • Make copies and sign parent letter for every child in classroom • Create a short personal email to send to every parent and attach parent letter (Send this out as soon as the classroom lesson is over.)
Conversation Starters (5-10 minutes)	<ol style="list-style-type: none"> 1. Have all students put on nametags. 2. Ask the students about last month's book. (Enemy Pie) <ul style="list-style-type: none"> • Ask someone to summarize the story. 3. Consider telling a personal story about how you recently made a new friend or changed your perception of someone. It can be any story from work or home. 4. Ask if anyone else made a new friend or changed their perception of someone else recently. This can be at school, in the neighborhood, or at an afterschool activity. How did you do it? 5. Did anyone work on improving a friendship skill with existing friends (i.e. honesty, genuine apology, being forgiving, being helpful)? <p>Conversation Starters</p> <p><u>Option 1: Introduce yourself using your full name</u></p> <p>Tell a story like: I want to tell you about my name. Share how your name was chosen, if your name has changed, if you have a nickname or what your name means.</p> <p>Ask the students:</p> <ol style="list-style-type: none"> 1. Is your actual name different than what you are called?

	<ol style="list-style-type: none"> 2. Are you named after someone else? 3. How does it feel when someone knows your name? 4. How does it feel when someone doesn't know your name? 5. How does it feel when someone mispronounces your name or makes fun of it? <p><u>Option 2: Understanding Differences:</u> <i>Difference</i> -something that is not the same about two or more people. <i>Diversity</i>- having a lot of variety; being made up of many different kinds of people. Ask students in grades K-1:</p> <ul style="list-style-type: none"> • What do you think of when you hear the word different? On chart paper, make a word web of ways people or things might feel or seem different from each other. <p>Ask students in grades 2-6:</p> <ul style="list-style-type: none"> • What do you think of when you hear the words difference and diversity? On chart paper, make a word web of ways people or things might feel or seem different from each other. • Have students think of ways they have felt different in school in the past. Turn and talk to your neighbor about one way you feel different, special or unique in your classroom community.
<p>Introduction to Book and Reading (5-15 minutes)</p>	<p>Show the cover of the book. Read the author's name. Note that the author's name is the same as the main character in the book because this is his story. Rene' is teased because he wants to be called by both his last names. This makes him different than the other students.</p>
<p>Discussion Questions (5-10 minutes depending on grade level)</p>	<ol style="list-style-type: none"> 1. Rene' is bothered that his name changes when he comes to the US. What other things might have changed for Rene'? 2. How does he <i>use his lid</i> when he is teased? 3. Has anyone ever made fun of you because you were different? (name, cultural tradition, or physical attribute) How did that make you feel? 4. What will you think about or do next time you feel different? 5. What advice would you give to another student who was feeling this way? Have you ever helped a new student feel more comfortable? What did you do? 6. Do you think difference and diversity are important in a community? Explain why or why not. 7. How would you feel if someone else decided to change your name?

	8. Would you ever want to change your name? What new name would you choose?
<p>Group Activity Option 1: Recommended Grades: K-3 (10-15 minutes)</p>	<p>* The Crayon Box</p> <p>Materials: crayons, 2 sheets of drawing paper for each child, crayon box for each child</p> <p>Pass out one sheet of drawing paper. Tell students they can only select one color from the big box of crayons to draw with. Have them draw a picture using just the one crayon. After about 5 minutes, pass out a second sheet. Have the students take out their box of crayons and draw a picture. They can use as many crayons as they wish. When done ask students:</p> <ul style="list-style-type: none"> • Which picture do you like best? • Why? • Which paper would you like to display in the classroom? <p>End with saying that the world would be boring if we were all alike. The diversity in the world makes it as beautiful as a colorful box of crayons.</p> <p>Special note: You may have one student who answers that they prefer the solid color drawing. Respond with asking why. Comment that this is great as some days I prefer one color depending on how I am feeling.</p> <p>Adapted from Teaching Tolerance- http://www.tolerance.org/exchange/what-can-we-learn-box-crayons</p>
<p>Group Activity Option 2: Recommended Grades: 3-8 (15 minutes)</p>	<p>Identity Bubbles</p> <p>Materials: My Identity Bubbles Handout for each student, pencils or crayons,</p> <p>The following exercise explores the roots of cultural learning by naming aspects of identity important to each individual. It highlights the multiple aspects of our identities.</p> <p>Complete a handout for yourself and show on the white board to illustrate how the handout could be filled out. Share how each of the identity bubbles is a lens through which you see the world. Have the students complete their own handout by writing their name in the center. Then write aspects of who you are in the bubbles. These aspects should reflect who you are and who you wish the world to see.</p> <p>Have students form pairs and share what they have written. If there is time share with the class. Ask students to reflect on how each individual identity colors and shapes the way they</p>

	<p>view and interact with the world. We have many identities in our multicultural selves. Not being aware of our own or other identities causes miscommunication. Our identities are not static. We are shaped and reshaped by what goes on around us and our identities constantly change.</p>
<p>Three Minute Huddle (3 minutes)</p>	<p>Family is important to us. Our names express our personal identity. This includes our culture, our personality, and our family. Have each child think of 1 attribute they would like to link to their name. Have students stand up and say: "My name is _____ and I am proud of (<i><u>This should be one thing they want other students to know about themselves.</u></i>)</p>