

## WHAT'S IN A NAME?

### 1. Interview your partner:

- What's your given name? \_\_\_\_\_ (How do you pronounce it? How do you spell it?)
- What's your family name? \_\_\_\_\_ (How do you pronounce it? How do you spell it?)
- In your culture, is your given name your first or last name? \_\_\_\_\_
- Does your given name have a meaning? \_\_\_\_\_
- Do any of your names show if you are male or female? \_\_\_\_\_
- Who gave you your given name? \_\_\_\_\_
- Do you like your name? \_\_\_\_\_
- Would you ever change your name? \_\_\_\_\_
- Does your family name have any religious significance? \_\_\_\_\_
- Does your family name tell something about your ancestors? \_\_\_\_\_
- Does any part of your name show which generation of your family you belong to?  
\_\_\_\_\_
- In your culture, do married women usually keep their own family name? \_\_\_\_\_
- Whose family name do children have in your culture? \_\_\_\_\_
- In your culture, how do people give names to their children?
- In your culture, is it usual to be named after someone else, living or dead? \_\_\_\_\_  
\_\_\_\_\_
- Can you tell me anything else about your name, or about names in your culture?  
\_\_\_\_\_

**2. Introduce your partner** to the other members of the group so that everyone can pronounce and spell your partner's name, and everyone knows at least one interesting fact about your partner's name.

**3. Be ready to introduce** all the members of your group to the whole class, and tell us something interesting about each person's name.

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For information on this and other activities designed to enhance the multicultural climate of the classroom, see Chapter 5, "An Inclusive Classroom Community", in Coelho, E. (1998) *Teaching and Learning in Multicultural Schools*. Clevedon, UK: *Multilingual Matters*.