



## **ACTIVITY #2: THE FIRST FIVE MINUTES OF CLASS**

**Duration:** 5–20 minutes

**Materials:** Note cards

**Video:** [www.plu.edu/namesaresacred](http://www.plu.edu/namesaresacred)

### **Additional Context for Classrooms and Learning Spaces:**

It provides faculty with the opportunity to set the stage for learning – and because we are teaching students, not content – establishing an environment that builds relationships is central to an inclusive environment. Rather than calling names off of a roster — where a mistake in pronunciation or calling the wrong name can damage trust before the term has even begun — invite students to introduce themselves.

Small moves significantly communicate to students that you see and care about them as unique people and are invested in their success in class.

### **Introduction (1–2 min):**

- Welcome participants and introduce yourself. (Optional: share your pronouns.)
- Remember that the first day of class is perhaps the most important day of class.
- Provide a brief overview of the activity's purpose and goals as described in the activity description.
- Emphasize the commitment to using chosen names and valuing the dignity of individuals' name choices.
- Emphasize the importance of creating an inclusive and respectful space for the discussion.

### **Discussion and Sharing (1–3 mins for each participant):**

1. Ask students to write the name they use on this card, plus a phonetic key for pronunciation. Invite students to share their pronouns if they would like to do so.
2. To spark interest in the class overall, ask students what they may already know about the subject matter, or use a “real-world” scenario to establish a context for their learning.

### **Closing and Commitments (2 minutes):**

- Invite participants to commit to using chosen names and fostering an inclusive environment in their communities.
- Direct participants to the Names Are Sacred website ([plu.edu/namesaresacred](http://plu.edu/namesaresacred)) for further learning.