

Name Check

Names, recognition, and teacher-student connection.



FOUNDATIONAL MESSAGE

You matter here.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION



DAY 1 — NOTICE

Name Check

Focus: Names, recognition, and teacher-student connection

Activity Summary

Students begin by getting out of their seats and moving freely around the room while music plays. When the music stops, they freeze, connect with someone nearby, and exchange names. The teacher gradually becomes part of the challenge by asking students to introduce the person they just met and by trying to remember names themselves. Rather than explaining the entire activity in advance, the teacher gives one simple instruction at a time, allowing students to experience the activity as it unfolds.

Why it matters

One of the simplest ways teachers can communicate that a student matters is to learn and use their name. This activity gives students and the teacher repeated, low-pressure opportunities to hear, say, and remember names while immediately bringing some positive movement and energy into the classroom.

Facilitation Approach: One Instruction at a Time

Avoid explaining everything that is about to happen.

The energy of this activity works best when students are simply given the next thing to do. They do not need to know that they will eventually be paired, asked to remember names, or help the teacher.

Keep the directions short. Let the experience unfold.

1

STEP 1

Everybody Up

“Everybody stand up.”

- ▶ Wait until students are standing.

THEN

“When I say GO, start moving around the room. Keep moving until I tell you to stop.”

THEN

“GO!”

- ▶ At the same moment the teacher says “GO,” start the music.
- ▶ Let students move around the room for approximately 10–15 seconds while the music plays.

THE MUSIC

If possible, have the song already cued up on a phone, computer, or small Bluetooth speaker so there is no delay.

One possible song choice is: **“We’re Going to Be Friends” — The White Stripes**

A teacher could also use another clean, school-appropriate song that fits the age of the students and creates a relaxed, upbeat atmosphere.

The music is not essential, but it helps make the activity feel less like an assignment and more like an experience.

2

STEP 2

Freeze

- ▶ Pause the music.

“FREEZE!”

- ▶ Wait until everyone stops.

THEN GIVE ONLY THE NEXT INSTRUCTION

“Turn to the person closest to you.”

- ▶ Pause.

THEN

“Give them a fist bump — or a wave if you prefer — and tell them your name.”

- ▶ Allow students a few seconds.

THEN ADD

“Listen carefully when they tell you their name, because I may ask you to help me remember.”

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STEP 3

Help the Teacher

- ▶ Once students have exchanged names, point to one or two pairs.

TEACHER	“Okay, help me out. What's their name?”
STUDENT	“This is Maya.”
TEACHER REPEATS	“Maya.”
THEN TO THE OTHER STUDENT	“And who did you meet?”
STUDENT	“Jordan.”
TEACHER	“Jordan. Got it.”

- ▶ Keep it moving.

THEN

“All right. When I say GO, start moving again.”

THEN

“GO!”

- ▶ Start the music at the same time.

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STEP 4

Meet Someone New

- After another 10–15 seconds, pause the music.

“FREEZE!”

THEN

“Find the person closest to you. Try to make it someone different this time.”

ONCE THEY ARE FACING SOMEONE

“Fist bump or wave. Exchange names.”

THEN

“Listen carefully.”

- After a few seconds, the teacher can choose a pair.

THIS TIME THE TEACHER MIGHT TRY FIRST	“Let me see if I remember. You’re Carlos... right?”
IF CORRECT	“Yes! Carlos.”
IF NOT	“Not yet? Remind me.”

- Student gives the name.

TEACHER REPEATS

“Carlos. I’ve got it now.”

Mistakes should remain light. The teacher is practicing too.

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STEP 5

Add a Third Person

“When I say GO, start moving again.”

THEN

“GO!”

- ▶ Start the music.
- ▶ After another short movement period, pause the music:

“FREEZE!”

THEN GIVE THE NEW INSTRUCTION

“This time, get together with the two people closest to you.”

ONCE GROUPS OF THREE ARE FORMED

“Make sure all three of you know everybody’s name.”

- ▶ Give them a few seconds.
- ▶ Then point to a group:

TEACHER	“Who can introduce your group to me?”
STUDENT	“This is Marcus, this is Elena, and I’m Jayden.”
TEACHER	“Marcus, Elena, Jayden.”

- ▶ Try another group if time allows.

Optional Final Challenge

At the end, the teacher can look around the room:

“Okay. Let me see how many names I’ve got already.”

- ▶ Try several.

WHEN THE TEACHER FORGETS

“ “Help me out.”

- ▶ Students supply the name.

This reinforces that learning names is a shared process rather than a test.

Close

“ “I’m going to keep working on your names because learning someone’s name is one of the first ways we show them, ‘I see you, and you matter here.’”

THEN

“ “We’re going to keep helping each other learn them too.”

You matter here.

SLIDE VISUAL

MOVE > FREEZE > MEET > REMEMBER



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