Class Introductions-ḥišk̫ii?atḥ
Mentor-Apprentice for the Classroom

Teacher Resources: *A fluent speaker in the classroom will be your resource before and during the exercise.   *Brief the fluent speaker on what you are planning before class.*

Aim: *The classroom will pay attention to how the fluent speaker introduces people.*

Teachers asks: ?ačaqḥ – *Who is that? (motioning toward each of the students, one at a time, until all students are named).*

Fluent speaker responds: ?ukłaa?iš _____ - *He/she is called _____ .*

Key phrases to ask for fluent speaker assistance:

?a?aquu?atḥ?aał – *How do you say _____?*
?uu?uuk̫a?atḥa?i- *Speak your (own) language.*
hu?aas?i waa- *Say it again.*
?aaqinapḥs- *What am I doing?*
?aqaqḥ ?aḥkuu- *What is this?*

Follow up exercises:

a. *Have students write and place their names in a draw. Students then take turns standing up together and publicly introducing the person they've drawn.*

b. *Have students write and place their names in a draw. Students assume the name they draw and they get introduced by that name. For the duration of class, they ask each other* **ʕačaqḥ**- *Who is that? and* **?ačaqḥs**- *Who am I? They mark a point for themselves each time someone answers with the wrong name.*

c. *Establish a daily routine where students take a daily shift, announcing the arrival/welcoming of each student by name,* **hintšiƛ?iš _____**- _____ *has arrived. Introduce additional vocabulary, such as* **naawaḥiniš _____**- *We are waiting for _____ .*

chuutsqa Layla Rorick, 2019