

Appendix A

Instructional Materials for Aiko's Lesson Sample (pp. 244-246)

A-1: Personal Identity Formation Presentation (Family, Community, Place)

Step 1: Use the following questions to think about yourself.

- Family
 - Who is “family” for you? (Everyone has a different idea of family!)
 - How would you describe your family? (e.g., quiet/loud? relaxed/busy? strict/flexible?)
 - What does your family enjoy doing (together or separately)?
- Community
 - How many schools have you gone to?
 - How would you describe the schools you went to? (e.g., big or small? students, teachers, school events, classes, tests, curriculum, etc.)
 - What extracurricular activities have you been part of? (e.g., club activities, “circle” activities, part-time jobs, sports teams, music bands, volunteer groups, etc.)
- Place
 - How many places have you lived in?
 - How would you describe the places you have lived in? (e.g., size, climate, people, language, food, favorite places, festivals and events, etc.)

Step 2: What kind of values did you learn from your “Family, Community, Place”?

Step 3: Which information in Steps 1 & 2 are important for you? Which ones do you want to share with your classmates? Choose what you are comfortable with sharing to classmates.

Step 4: Decide on the order in which you want to present and create visual materials.

A-2: Find Someone Who (Adapted from Pollock et al., 2017)

Q1: Find someone who is ... (*They can be a famous person, your friend, a character, etc.)

Foreigner: look different, think differently, speak differently

Hidden Immigrant: look alike, think differently, speak differently/alike

Adopted: look different, think alike, speak alike

Mirror: look alike, think alike, speak alike

Q2: If each person moves or changes their surrounding culture, how might they be categorized differently?

Can be copied and used for teaching purposes.

Citation: Minematsu, A., & Morgan, J. (2023). Insider/outsider perspectives: Utilizing educator funds of knowledge to explore 'hidden diversity' in university English courses in Japan. In G. P. Glasgow (Ed.), *Multiculturalism, language, and race in English education in Japan: Agency, pedagogy, and reckoning* (pp. 228–249). Candlin & Mynard ePublishing. <https://doi.org/10.47908/26/9>

A-3: Give Advice to Teenager Aiko

Listen to Aiko's story and think of answers to the following questions.

Q1: What do you think is the reason for Aiko's frustration about her club members?

Q2: How can Aiko understand her club members better? Give advice to the teenager Aiko.

Aiko's story script:

When I first moved to the U.S., my friend at school would ask me during breaks, "What do you want to do? Do you want to play on the swings? Do you want to play tag?" Without thinking, I would always answer, "I don't know" or "Anything is OK." One day, my friend asked me, "Why do you always say you don't know? You should know what you want to do!" Since then, I made sure to say what I wanted to do to my friends during breaks. I learned that you should say your opinion clearly for other people to understand you. Then, I came back to Japan in junior high school. I belonged to the handbell choir. Handbell requires teamwork, so my club members and I always worked together. However, many of the members often did not express their opinions. This made me very frustrated. Without thinking, I always said to them, "You need to tell me what you think. I can't read your mind and I can't understand you if you don't tell me what you are thinking!" But even then, my club members did not tell me what they thought. I felt like they did not trust me, and that we did not have a good team.

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