

During this module, students often engage with visual materials as they develop their research to present on different ethnic minority communities and diversity in Japanese contexts. I employ my insider/outsider perspective to collate visual representations that interrogate racial, ethnic, and gender stereotypes and make visible under-represented groups and their stories. For example, the warm-up activity “Who is Japanese?” (Appendices B-1 and 2) chimes with my embodied experiences of invisibility and *othering* and leads students into discussions unpacking assumptions about race/ethnicity and Japanese identity(ies) and our unconscious biases about appearances and inclusion/exclusion. These visual materials provide scaffolding to help mixed-proficiency classes explore constructs of identity (Table 9.2, Class 1-2) and communities of difference. I intentionally create activities that let students play with diversity as they actively respond emotionally and physically to images. For instance, while discussing, sorting, and labeling images of different kinds of diversity (Appendix B-3), students draw on their own funds of knowledge to generate useful vocabulary and personalize and apply concepts. And in the “Three Ways of Seeing, Thinking and Asking” activity (Appendix B-4), learners develop their critical visual literacy around diversity, representation, and power. Images include people/places representing different kinds of ethnic/racial/migrant or transnational communities in Japan. For example, mixed-race families, multi-racial student groups, mosque worshippers, indigenous groups demonstrating for self-determination, foreign-born athletes representing Japan, refugees and asylum seekers, *zainichi* Koreans, Chinatown, LGBTQI+ pride events, foreign trainees on work visas, and Black Japanese, among others.

**Table 9.2**

*Jenny's Lesson Module on Ethnic Minority, Migrant and Transnational Communities in Japan*

	Tasks/ activities in class	Objectives related to addressing hidden diversity [SWBAT]
Classes 1-2	<ol style="list-style-type: none"> <li>1. Write, present and discuss: Personal and Social Identity Wheels (Appendix B-1)</li> <li>2. Instructor models the presentation and shares own personal/social identity.</li> <li>3. Discussion of images: Who is Japanese? (Appendix B-2)</li> </ol>	<ol style="list-style-type: none"> <li>1. To gain a framework of what makes up our social identities and to create community</li> <li>2. To set community norms for sharing personal stories</li> <li>3. To discuss assumptions about Japanese identity(s) and diversity</li> </ol>
Classes 3-4	<ol style="list-style-type: none"> <li>4. Group work: Discussing, sorting and labelling images of ethnic diversity inside and outside Japan (Appendix B-3)</li> <li>5. Jigsaw Reading: The Social Construction of Race and Minorities in Japan (Yamashiro, 2013).</li> <li>6. Brainstorming, discussion and research questions about an ethnic minority community inside Japan</li> </ol>	<ol style="list-style-type: none"> <li>4. To generate language to discuss different ethnic minority, migrant or transnational communities</li> <li>5. To gain an historical overview of the construction of race/ethnicity/identity in Japan</li> <li>6. To choose topics and plan for self-directed research projects</li> </ol>
Classes 5-8	<ol style="list-style-type: none"> <li>7. Information gap with images: Three ways of seeing, thinking and asking about images of diversity (Appendix B-4)</li> <li>8. Presentation and discussion: Ethnic minority, migrant, and transnational communities in Japan</li> </ol>	<ol style="list-style-type: none"> <li>7. To develop visual literacy and select critical images for presentation and discussion</li> <li>8. To develop a critical understanding of Japanese identity(s), diversity and representation, and rights of minoritized communities in Japan</li> </ol>

*Note.* SWBAT = Students Will Be Able To

Can be copied and used for teaching purposes.

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