

Appendix B

Instructional Materials for Jenny's Lesson Sample (pp. 247-249)

B-1. Personal and Social Identity Wheels

Discussing your identities will let you discover the common ground and diversity in our class and help us create community together. Download and complete the worksheets from the Inclusive Teaching at University of Michigan (2021) materials. Then, in small groups, present your identities, and discuss the questions about identity.

B-2. Who is Japanese (Shared by personal communication, S. Dale, 2016)

Teacher notes: Prepare a worksheet/slide with about six pictures of very diverse people (in appearance, gender, age, occupation, public/private figures) that you know are Japanese, but not obviously so, through their ethnicity/nationality/citizenship. For example, Naomi Osaka, Marutei Tsurunen, George Takei, Michael Leitch, your own family/friends, Ren Hayakawa.

Step 1: Group discussion- what you know about the people in the pictures, and decide *who is Japanese?*

Step 2: Class discussion- which answers surprised you and why? What are some assumptions or beliefs about who is Japanese and what is Japanese identity?

Step 3: Listen to a mini-lecture and take notes (a preview of Yamashiro's 2013 article). Check you understand key vocabulary and concepts: e.g., *nationality and citizenship in Japan (legal aspects), homogeneity and diversity, ethnicity and race, being biracial/mixed-race (not "hafu"), multiculturalism, minority/majority/dominant group, social inclusion and exclusion, etc.*

B-3: Discussing, sorting, and labelling images (Adapted from Barfield & Morgan, 2015)

Teacher notes: Prepare sets of (20-30) pictures on index cards/collaged worksheets for small groups. Include images of people/places representing different kinds of ethnic/racial/migrant/transnational communities in Japan. Prepare small post-it notes for each group.

Step 1: In groups, spread out all the pictures on the desk. Look, think, and discuss *who/what/where/when/why/how* you see in the pictures. What new vocabulary comes up?

Step 2: Now, sort, categorize, and group the pictures thinking about questions of identities, minority groups, ethnic communities, and diversity in your life, in Japan and other countries.

Step 3: Label your categories. Write the labels (names) for your picture categories on post-its.

Step 4: Stay or travel- Two members stay at your table to explain your picture categories to new partners, and two members travel to another group and hear about their picture categories. Discuss: *What similarities and differences are there in picture categories? What different kinds of diversity and minority groups/communities of difference did you identify? What was interesting or surprising, what questions do you have, and which ethnic minority community you would like to research and learn more about?*

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>

B-4. Three ways of Seeing, Thinking and Asking (Adapted from Barfield & Morgan, 2015)

Teacher notes: Prepare enough A4-size pictures on card or in plastic sleeves for re-use, one per student. You could recycle some of the images from Activity 3 above. Select very interesting, critical images of the various ethnic/racial/migrant or transnational communities that students are researching.

This activity will help you develop visual literacy so you will be able to select interesting and critical images in your research and presentations. Partner A will ask, listen, and draw what you hear. Partner B will answer questions and describe your picture.

Step 1: Partners A, look at the three types of questions on the worksheet below. And Partners B, choose one picture from the teacher's set (do not show the picture to your partner).

Step 2: Partner A, ask your partner the questions (in order) about their picture, listen to their answers, and draw a simple picture.

Step 3: Partner B, describe your picture by answering your partner's questions.

Step 4: At the end (or after 10-15 minutes), compare pictures and discuss the critical questions and issues that come up for you both about diversity, minority communities, social inclusion/exclusion, and power in society. Then, change roles and repeat Steps 1-4.

Questions

- Factual view:

What can you see in the picture? Who is in the picture? What are the people doing? Where/when is this taking place?

- Interpretative view:

What do you think happened before this? What do you think happened afterwards? What do you think the person or people are thinking or feeling? What do you think the photographer is trying to show?

- Critical view:

What are some of the problems/challenges these people might face in society? What has led to the problem(s)? Who benefits from this? Who doesn't benefit from this? How are we connected to this situation? What does our critical view tell us about society, diversity, and power?

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