

Cultural Identity Inventory

This task is adapted from Betsy Parrish's Cultural Identity Inventory (ESL 8105 English Teaching Practice course module), which I took part in as part of the MA-TESOL program at Hamline University.

Objective	Learners will be able to identify different cultural groups and their characteristics in which they belong to by creating an audio or video recording and sharing it on Padlet (or similar audio/video sharing platform).
Step One (small groups, 3-4)	Write "Culture" on the white board. Instruct learners to brainstorm in their small groups what culture means to them. Dictionary use is encouraged.
Step Two (discussion)	Highlight key findings from each group by co-constructing a list on the white board.
Step Three (share video)	Share an example video of a Cultural Identity Inventory here .
Step Four	Learners fill in attached chart and draft short scripts for their own Cultural Identity Inventory.
Step Five	Video or audio presentation of their own cultural identity inventory is assigned as homework to be shared on Padlet (or similar audio/video sharing platform).

Example Graphic Organizer (coincides with video example provided) to help model thought processing

<p>Cultures</p>	<p>Canada: International Families (Japan, Korea, China, Canada)</p> <p>Minnesota: Family / Music / High School/ University / Sports (school clubs)</p> <p>Japan: Music / Running / Work / Teacher Culture / Non-Japanese Friends Culture</p> <p>Hawaii: Local Culture vs. Japanese Culture / Japanese Language Study Group</p>
<p>Characteristics (Choose One)</p>	<p>Japanese Language Study Group in Hawaii: All in the community speak Japanese to some capacity and are either from Japan, have lived in Japan, or are aspiring to live in Japan.</p>
<p>An asset (positive)</p>	<p>Our common experiences give us endless topics to discuss, whether it be directly about Japanese culture, Hawaii/Japan relations, local Japanese culture in Japan, sports, food, teaching, and the list goes on and on. Most in the group do have experience living abroad and acculturating, learning another language, struggling with communication, being supportive of language development through language exchanges.</p>
<p>A barrier (challenge)</p>	<p>At times for me, not being from Hawaii or Japan, I feel more of an outsider in this group, but it has taken me a long time to give myself permission to feel accepted here. I am often the only caucasian person in the group and I think this plays a factor. Also, not having a solid grasp of the local dialect in Hawaii - it is more of an identity crisis for me (not sure how to speak at times or which words to use, etc). I know this barrier has followed me to other communities I am involved with such as a running group in Japan or the music community here. I am not sure if this has to do with appearance, language or something deeper, but this inventory has allowed me to see this in a whole new light.</p>

My Cultural Identity Inventory

Cultures	
Characteristics (choose one of the cultures from above)	
An asset (positive)	
A barrier (challenge)	