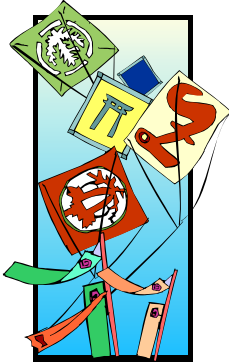


Dear Teachers,



The East Asian Studies Center is always thinking about effective ways of teaching Japanese culture to our students. We believe that realia – artifacts that can be touched, held up and looked at, played with, etc. – are one of the best ways “into” a culture. A few years back we brainstormed what kinds of Japanese things American kids would enjoy and benefit from. With this list in hand, we sent EASC staff on a shopping trip. The result is this teaching box: *Japan Box: Japanese Daily Life*. Everything in the box was purchased in Japan and reveals something about Japanese culture. We hope that students can see, feel and encounter Japanese culture through the materials in the box. We also hope that the box will be creatively used in various subject areas and for different purposes.

We did not create specific lesson plans based on the materials in the Japan Box. We believe that you know how to best use and apply these materials in your classroom. However, we included some suggestions for class activities and questions to ask students. We are in the process of making other “theme” boxes, so we would appreciate your comments and feedback. We also would like to hear how you used the materials in the box in your lesson/classroom and how the lesson went. Please make sure to fill out the evaluation form and include it when you return the box. (If you have lesson plans or activities based on the materials in the box that you are willing to share with other teachers, please submit them when you return the box.)

We hope you and your students enjoy *Japan Box: Japanese Daily Life*!

The staff of the East Asian Studies Center

Memorial Hall West 207
1021 East Third Street
Bloomington, IN 47405

For specific questions regarding the Japan Box contact EASC at easc@indiana.edu or at 1-800-441-3272.

日本

Japanese Daily Life

In this unit, students will experience what it is like to visit or live in Japan. We have included general information about Japanese daily life, such as housing, diet, and ceremonies (weddings and funerals). We have also included descriptions for the items in the box.

***Bolded** text indicates an item included in the box.

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1. Item Checklist
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 - b. Interview Activity
 - c. Discussion: Culture
7. Resources
8. Appendix

1. Item Checklist

Please check the materials in the box when it arrives and before you return the box to the Center.

	Name of the Item	Before Shipping (EASC)	After Receiving (School)	Before Shipping (School)	After Receiving (EASC)
1.	CD (<i>Hikaru Utada – It's Automatic</i>)				
2.	Chopsticks				
3.	<i>Chawan</i> (rice bowl) x 2				
4.	<i>Juzu</i> (Buddhist rosary)				
5.	<i>Hanko</i> (seals)				
6.	<i>Hashioki</i> (chopstick rest)				
7.	<i>Kobobuki</i> chopsticks x 2				
8.	<i>Kōdenbukuro</i> (envelope with silver ribbon)				
9.	<i>Kotatsu</i> ornament				
10.	McDonald's kids menu				
11.	McDonald's menu x 2				
12.	McDonald's paper bag (S.M.L.) x 2				
13.	<i>Mimikaki</i> (Japanese traditional ear cleaner)				
14.	Mister Donuts box				
15.	Mister Donuts brochure x 3				
16.	<i>Owan</i> (soup bowl) x 2				
17.	<i>Shūgibukuro</i> (envelope with gold and silver ribbon)				
18.	Slippers (blue)				
19.	Slippers (red)				
22.	<i>Tonarino Totoro</i> (a cartoon book)				
23.	<i>Eating in Japan</i> (Book)				
25.	<i>Japanese Family & Culture</i> (book)				
26.	<i>Living Japanese Style</i> (book)				

2. Japanese Houses

In general, there are two types of houses in Japan: a traditional Japanese style house, which is often made of wood, and a western style house that is made of wood, concrete, or steel pillars. Both houses have various colors of ceramic tile roofs. The size and design of the house varies, depending on the location and the style of the house.

Entering the House

When entering the house, people take off their shoes at the entrance and usually wear **slippers** in the house. However, when they enter the *washitsu* (room with *tatami* mats), they take off their slippers. People also take off their slippers when they go to the bathroom. In this case, they change into **toilet slippers**. Slippers are worn for two main reasons: to keep their feet clean and to keep their feet warm. (Picture: A traditional Japanese house)



Room

Traditional Japanese houses usually have sliding doors (picture to the right) at the entrance and many *washitsu* (Japanese style room with *tatami* mats on the floor – see the paragraph on the following page for more information on *tatami*). Western style houses have western-style doors, rooms with wooden floors, and only limited *washitsu*.



Kitchen

The floor of the kitchen is usually tile, regardless of the style of the house. New houses have high tech western-style kitchens while some houses still have Japanese style kitchens (see the picture in *Japan at Glance* p. 62). Microwaves and ovens are also used in Japan. While almost all houses have a microwave/oven, dishwashers are not widely used. This is not because Japanese technology is behind, but rather because of Japanese customs.

Bathroom



Japanese bathrooms are a little different from western-style ones. First, the toilet and the bathtub are located in different rooms. Second, the Japanese bathroom (the room for bathing) is usually divided into two different sections; there is a changing room next to the room where the tub and shower are located. Taking a bath is also quite different from how Americans take a bath: Japanese people wash their body before they get into the tub in a washing area, while the tub is for soaking and relaxation. Therefore, people do not use soap/shampoo or wash their body/hair in the tub. (See a picture a Japanese bath in *Japan at Glance*, p. 64)

Toilet



Both Japanese and western style toilets are found in Japan. Japanese style toilets look like the picture on the right. To use it, women squat and men stand in front of it. While many American visitors in Japan find it hard to use, some Japanese prefer to use Japanese style toilets since they do not have to sit on the seat (that is shared with other people). High tech western-style toilets that have a bidet and dryer are quite common in Japan (picture on the left). Also, many public restrooms do not offer paper towels. Instead, they often have very powerful hand dryers. Handkerchiefs are also used to dry hands.



Tatami: Mats used as flooring material in traditional Japanese-style rooms. *Tatami* is made by a thick base of straw covered with a soft surface of woven rush. A *tatami* generally measures a little over 6ft. by 3ft. Because its size is standard, *tatami* is often used as a unit of measure (pronounced *jō*) for Japanese and sometimes even for Western-style rooms. For example, a room with floor space for six mats is called a *rokujōma* ("six-mat room"). (Reference: *Japan; An Illustrated Encyclopedia*. Kodansha Ltd., Tokyo: Japan, 1993.)



Picture above shows rooms with *tatami* mats.

Air Conditioning and Heating

Unlike many American houses, most Japanese houses do not have central heating or air. Instead, heaters and air conditioners are used in individual rooms. They are usually turned off while they go to sleep or when nobody is in the room. Here are some methods that keep the Japanese warm and cold:

- Wall units
- Oil/electronic heaters
- *Kotatsu* (a portable table with an electric foot-warmer underneath, covered with a quilt)
- Fans
- *Uchiwa* (Japanese fan)

Pictures of Air Conditioners and Heaters



Air conditioner and heater– Wall unit



Fan with remote

Kotatsu (Without the quilt, it can be used as a coffee table in the summer)

Uchiwa (Japanese fan)



Oil/Electronic Heater



Pictures:

Japanese style house: <http://www.ksky.ne.jp/~akihiroh/house.htm>

Japanese bathroom: http://gojapan.about.com/cs/photogallery/l/bldaily_bath.htm

Tatami room: <http://www.jamiti.com/guide/higashi/higashi2.html>

Japanese toilet: <http://www.japan-guide.com/e/e2003.html>

3. Diet

Japanese people enjoy dishes from all over the world, especially those from Europe, America, and Asia. In Japan, the staple food is rice but bread and noodles are also popular. As you can see inside the attached **cookbook**, the Japanese diet is surprisingly diverse. People enjoy a wide array of meats, fishes, vegetables, and fruits in a variety of ways. The cookbook in the box is called “*Kateiryouri no kihonn.*” (*The Basics of Cooking*). The book is in Japanese, but you can catch a glimpse of what kinds of food Japanese people eat everyday from the pictures. Unlike many Japanese cookbooks sold in America, this book introduces ordinary foods that are cooked daily at Japanese homes. Some dishes are traditional Japanese dishes while others are dishes that American students are familiar with (such as steak, Chinese food and pasta). Many American students (especially young students) might be surprised to learn that Japanese people eat not only fish, but also pasta, steak, etc. at home.

Dinning

Tableware such as a **rice bowl**, **soup bowl**, and **chopsticks** are placed as it is shown in the picture. The **rice bowl** is placed on the left side, and the **soup bowl** is placed on the right.

Chopsticks are placed in front on a **chopstick rest**.

(Chopstick rests are usually used for formal meals or for guests). Some chopsticks such as **kotobuki chopsticks** are made for special occasions. The staff of the EASC brought back some *kotobuki* chopsticks from a formal dinner they had in Japan.



Unlike western table etiquette, people hold the rice bowl up in their hands when they eat rice (Picture 1) and also hold the soup bowl to their mouths in order to sip directly from the bowl (Picture 2). When eating noodles, it is *okay* to slurp and make noise. To eat items on plates, take a good bite size using chopsticks. Japanese people also use forks, knives and spoons depending on what they are eating. For example, when they have steak, they use a fork and knife, and if they have western style soup, they use a **spoon**.



Picture 1



Picture 2

Picture 3



Green tea is often served after a meal. Green tea is also drunk everywhere and at any time of the day. Tea is made in a **teapot** and served in Japanese **teacups**. Unlike tea in western countries, Japanese green tea is never drunk with sugar or cream. Furthermore, Japanese teacups (teacups that are used to drink green tea) do not have handles like western-style teacups. The most polite way of drinking green tea is to hold the cup with one hand and support it from below with the other hand (picture on the left). Western-style teacups or mugs (like the ones used in America) are used to drink English tea and coffee, but Japanese teacups (like the ones in the box) are only used to drink green tea.

Pictures and text from: Japan Guide www.japan-guide.com and Kids Web Japan <http://web-japan.org/kidsweb/cook/index.html>

American (Fast Food) Restaurants in Japan:

American fast food restaurants such as McDonald's and Kentucky Fried Chicken (KFC) also exist in Japan (see the list below for American restaurants in Japan). However, many companies create original menus to appeal to the Japanese palate. For example, McDonald's (often called 'Mac' among young generations) offers the Teriyaki McBurger, which has a special teriyaki sauce and mayonnaise. In the Japan Box, we included a McDonald's menu and paper bags. We included some activities based on these materials in the Activity Section. Not only are fast food restaurants popular in Japan, but cafes such as Mister Donuts, Dunkin Donuts, and Starbucks are as well (both donut places are considered cafes). As with the McDonald's menu, you will be able to get a good idea of the products they serve.

Many American restaurants are operating in Japan (see the list below). Many of these restaurants are only in large metropolitan areas such as Tokyo.

- Denny's
- Dunkin Donuts
- Baskin-Robbins
- Burger King
- Hard Rock Café (Tokyo and Yokohama)
- Kentucky Fried Chicken
- Mister Donuts
- McDonald's
- Outback Steak House
- Pizza Hut
- Red Lobster
- SUBWAY
- Starbucks Coffee
- TGI Friday's Restaurant
- Wendy's

(Among those listed Baskin-Robbins, Kentucky Fried Chicken, Mister Donuts, McDonalds, and Starbucks are the most common and are located in many cities)

Foods



Rice crackers are traditional snacks that are still popular in Japan. They are sold in different shapes, flavors and colors. Curry is a very popular Japanese dish and *retoruto syokuhin* (boil-in-the-bag food) is especially popular since it is pretty tasty and easy to make. *Nori* is often

served with rice to make rice balls (picture on left) as well as other dishes.



Pictures

from: <http://www.google.com/search?hl=en&lr=&q=onigiri%2Bpicture> http://www.tjf.or.jp/photo/databank_j/view_category.cgi?la=e&cmd=CategoryView&pageid=11&cate

4. Ceremonies

A. Weddings



Japanese weddings are often viewed as “unique” by people from other countries. A typical wedding consists of a Shinto, Buddhist or Christian style ceremony and a reception at a hotel afterwards. Many hotels have small wedding ceremonial halls, such as Shinto halls, chapels, etc. Many foreign visitors find it interesting that many couples tend to prefer to have a Christian style wedding ceremony over a Shinto or Buddhist style ceremony even though they do not define themselves as Christians. However,

although many couples decide to have a Christian style wedding ceremony, they usually retain some Japanese traditions in their wedding receptions. For example, they change into *kimono* (Japanese traditional costume) during receptions (*oirunaoshi*). In Japanese wedding receptions, *oirunaoshi* is very common. The bride and groom change clothes at least a couple of times during the reception. For example, in Shinto weddings, the bride and groom wear *kimono* for the ceremony and then change into a western-style wedding dress and tuxedo for the reception or they wear a western-style wedding dress and tuxedo, and then wear *kimono* later in the Christian wedding ceremony. Pictures from: <http://www.i18nguy.com/taka/wedding.html>



Like American weddings, family and friends are invited to the wedding ceremony and/or the reception. Women wear a dress or *kimono*, while men wear suits. Guests bring *goshugi* (monetary gift) in ***shugibukuro*** (wedding envelope) which are presented to receptionists (usually family members) who check-in guests at the front of the banquet hall. Wedding gifts may be given to the newly wed couple before or after the wedding, but friends and relatives who are not too close to the couple will only give *goshugi*.

During the banquet, families and friends celebrate the newly wed couple by giving speeches, cutting the wedding cake, and singing *karaoke*. Dancing is not as common in Japanese receptions as in American receptions. After the reception, guests go home with *hikidemono* (souvenir/gift) from the bride and groom. The *hikidemono* usually consists of sponge rolls, "sugar" fish, cookery (dishes, cups), seaweed, etc.

Before or after the wedding ceremony, couples go to city hall to register their marriage. Unlike American marriage registration, people need a ***hanko*** (seal) in addition to their signature. *Hanko* plays an important role in both official and unofficial documents in Japan. For example, *hanko* is necessary to register a marriage, register the birth of a child, open a bank account, and so on.

Soon after the wedding, the newly married couple leaves for their honeymoon. Nowadays, it is popular to go to foreign countries, such as Europe, the U.S. and tropical islands in the Pacific (Guam and Hawaii are especially popular).

For additional information on Japanese weddings, please see the entry on Ceremonies in *Japan at a Glance*, p. 67-69, and for information on *hanko*, please see the entry on Banks in *Japan at a Glance*, p. 85.

4. Ceremonies, cont.

B. Funerals

Most Japanese funerals are held in Buddhist style. The deceased's family holds a wake, during which families and close friends spend all night with the deceased. The following day, the funeral is held. Both families and visitors wear black *kimono*, dresses or suits for women and black suits for men. People often bring *juzu*, a Buddhist rosary to pray with. Visitors bring incense money in *koudenbukuro* (funeral envelope) to either the wake or the funeral. After the ceremony, they will then receive a small gift, like a handkerchief, in return. The body is put in front of a Buddhist altar and the priest reads a sutra while visitors take turns stopping in front of the altar to offer incense and prayers.

After the funeral, *reikyūsha* (a hearse, see the top left picture) carries the deceased to a crematorium. The first meal is eaten during that time in the crematorium. After the body is cremated, the family members pick the bones up out of the ash and pass them from person to person using chopsticks and finally put them into an urn. The urn is put on an altar at the family's house and kept there for about 35 days. During this time special incense are burned around the clock. Many visitors come to burn some incense and talk with the family. After 35 days, the urn is wrapped in a white cloth and buried in a Buddhist cemetery.

Picture of Japanese funeral car



Inside the funeral car



Buddhist temple and cemetery



Pictures from:

<http://www.nittoku-jihan.co.jp/02-2.html>

<http://www.japan-guide.com/e/e2060.html>

5. Omake: The Additions

In this section, we have included descriptions of items that are not related to previous topics discussed in this box, but are considered to be some of the most important aspects of Japanese everyday life. We believe that these items will be interesting for students to look at, touch and listen to.

Anime

Anime or *manga* (cartoon) is very popular among young students and even adults. Japanese anime has been shared with people from all over the world. The word anime has even become an English word.

In the box, we included a story by a famous Japanese cartoonist, *Miyao Hayazaki* (the author and director of the movie 'Princess Mononoke'), who is known worldwide for his work. He mainly writes and directs animated movies. The book is about a story of one of his works, "*Tonarino Totoro*" (the English title is "My Neighbor Totoro" and the movie is available in English from 20th Century Fox). The book is written in Japanese, but students will be able to look at the pictures and also will be able to notice how Japanese books are written in the "opposite" direction (from back to front; although some Japanese books are written in the same format as American books).

Japanese Pop Music

Many American students have never heard Japanese pop music and might be surprised by the fact that many of their favorite American singers/bands are also popular in Japan. Different kinds of music are produced in Japan (in Japanese); which includes pop, R&B, hip-hop and even rap! The CD in the box is a single by *Hikaru Utada*, one of the most successful and popular songwriters and singers in Japan. The CD in the box was released in 1998. Japanese CD singles used to be small like the one in the box; however, now, all CDs are the same size as those here in America. Singles cost around 1000 yen (about \$10 U.S dollars) and albums cost between 2500 yen to 3000 yen (about 25 or 30 U.S. dollars).



Mimikaki

This is a traditional Japanese ear cleaner. Of course now Japanese people use q-tips just like many Americans do. *Mimikaki* are sold at drug stores, supermarkets and at souvenir stores at famous sightseeing spots. It might be interesting to have students guess what this is!



6. Activities

A. Compare and Contrast Activity: Diet (food)

Part 1: After covering the Diet Section (have students look at the pictures in the cookbook), ask students questions such as:

- What are the similarities/differences between the food Americans eat and the food Japanese people eat?
- Are any of the dishes the same?
- What are some characteristics of Japanese food?
- Have you eaten at any Japanese restaurants? What did you have?
- Is Japanese food different from Chinese and Korean food?

B. Interviewing Activity

Before the Wedding Section, have students interview their parent(s), relatives or neighbors about his/her wedding using the interview sheet (Appendix A) and have them draw a picture of the wedding (Appendix B). Have students share with the class and compare their results to Japanese weddings.

6. Activities, Cont.

C. Discussion: Culture

This activity is designed to have students discover how something from one culture spreads to another culture and becomes a part of the new culture.

Discussion:

1. Have students observe the Mister Donuts box.
2. Let them think about how it is different from an American donut box.
3. Lead the discussion in a way that students will realize that the biggest difference is that the Japanese Mister Donuts box has a handle and an American donut box is just a square box without a handle.
4. After students realize that a Japanese donut box has handles, have them think about why that is:

Obviously, the handles make it easier to carry around the box. In Japan, many people go to work, school, or even shopping by using public transportation. Therefore, when people buy donuts (donuts in Japan are more like snacks), they need to carry the donuts home and it is easier when the box has a handle. In fact, many Mister Donuts are located in or near train stations and people buy donuts on their way home from work, school or shopping. People need to carry the donuts home and the handle on the box is very helpful. On the other hand, in America, for the most part, a car is a necessity in everyday life. When people go to buy donuts, they do not need to carry the box around since they drive home from the store. This activity will be great to teach students how one culture is transformed to fit into another country's culture.
5. Ask students if they have, eat, or use anything that is from a different country that is now considered to be a part of American culture/life and have them discuss their experiences with a partner. Also ask them how these products changed in order to fit into American society. (Use Appendix C)

For example, many video games such as Nintendo, Play Station and even CDs that are deeply related to today's life in America, were all invented in Japan. Many Japanese games are translated into English. Foods from other countries such as Mexican and Italian food as well as ramen noodles from Japan are popular and common in this country.

Hint for the activity: Using Appendix D, you may assign students to pick a product (that is originally) from another country and then interview people from the country where the product is made. Have them interview how the products have been *Americanized*. For example, if a student picks some ethnic food, s/he can go to an ethnic food restaurant (Mexican, Japanese, Italian, etc.) and interview chefs or servers and ask people how the food has been transformed to fit into American culture/society.

6. Have students share what they have learned with their partner.

7. Resources

General information on Japanese culture

- East Asian Studies Center <http://www.indiana.edu/~easc>
- Festivals in Japan <http://gojapan.about.com/od/japanesefestivals/>
- Ginkoya <http://www.ginkoya.com/pages/frontpage.html>
Japan; An Illustrated Encyclopedia. Kodansha Ltd., Tokyo: Japan, 1993.
- Japan Atlas <http://web-jpn.org/atlas/index.html>
Japan at a Glance: Updated. Kodansha international Ltd., Tokyo: Japan, 2001.
- Japan.co.jp <http://www.japan.co.jp>
- The Japan Forum http://www.tjf.or.jp/index_e.html
- Japan Guide <http://www.japan-guide.com>
- Kids Web Japan <http://web-japan.org/kidsweb/index.html>
- News on Japan <http://www.newsonjapan.com/>
- Japan Factsheet <http://web-japan.org/factsheet/>

General information on Japanese houses

- The Japan Forum: Japanese Culture and Daily Life –Removing Shoes <http://www.tjf.or.jp/eng/content/japaneseculture/02kutsu.htm>
- The Japan Forum: Japanese Culture and Daily Life – Bath <http://www.tjf.or.jp/eng/content/japaneseculture/04ofuro.htm>
- Japan Guide.com <http://www.japan-guide.com/e/e2001.html>
- Kid's Life in Chichibu: Japanese house <http://www.ksky.ne.jp/~akihiroh/house.htm>
- Visiting a Japanese house <http://members.tripod.com/kanaday/visitjapanese.html>

General information on Japanese food

- Japanese cuisine <http://japanesefood.about.com/>
- Japanese food <http://members.tripod.com/kanaday/food.html>
- Kids Web Japan <http://web-japan.org/kidsweb/cook/index.html>
- The Japan Form: Japanese Culture and Daily Life -- Seasonal Foods
<http://www.tjf.or.jp/eng/content/japaneseculture/09shun.htm>
- The Japan Forum: Japanese Culture and Daily Life – Rice
<http://www.tjf.or.jp/eng/content/japaneseculture/01rice2.htm>
<http://www.tjf.or.jp/takarabako/jcdl.htm> (lesson plans and resources)
- Tokyo Food Page <http://www.bento.com/tokyofood.html>

General information on chopsticks and how to use chopsticks

- http://gojapan.about.com/cs/tablemanners/ht/ht_chopsticks.htm
- http://east.portland.ne.jp/~k_tok/life01.htm

General information on Japanese weddings

- Japan Guide <http://www.japan-guide.com/e/e2061.html>
- Go Japan about.com <http://gojapan.about.com/library/weekly/aa051900.htm>
- Weddings at
Work http://www.weddingsatwork.com/culture_customs_japanese.shtml

General information on Japanese funerals

- TanuTech – Japanese Buddhist funeral
Customs <http://tanutech.com/japan/jfunerals.html>
- Al's Car Page – Japanese funeral cars <http://mitglied.lycos.de/albeyer/id37>.

Interview sheet

Name _____

I interviewed _____.

He/she is from _____ (country) _____ (city).

When did he/she have a wedding?

What did he/she wear for his/her wedding?

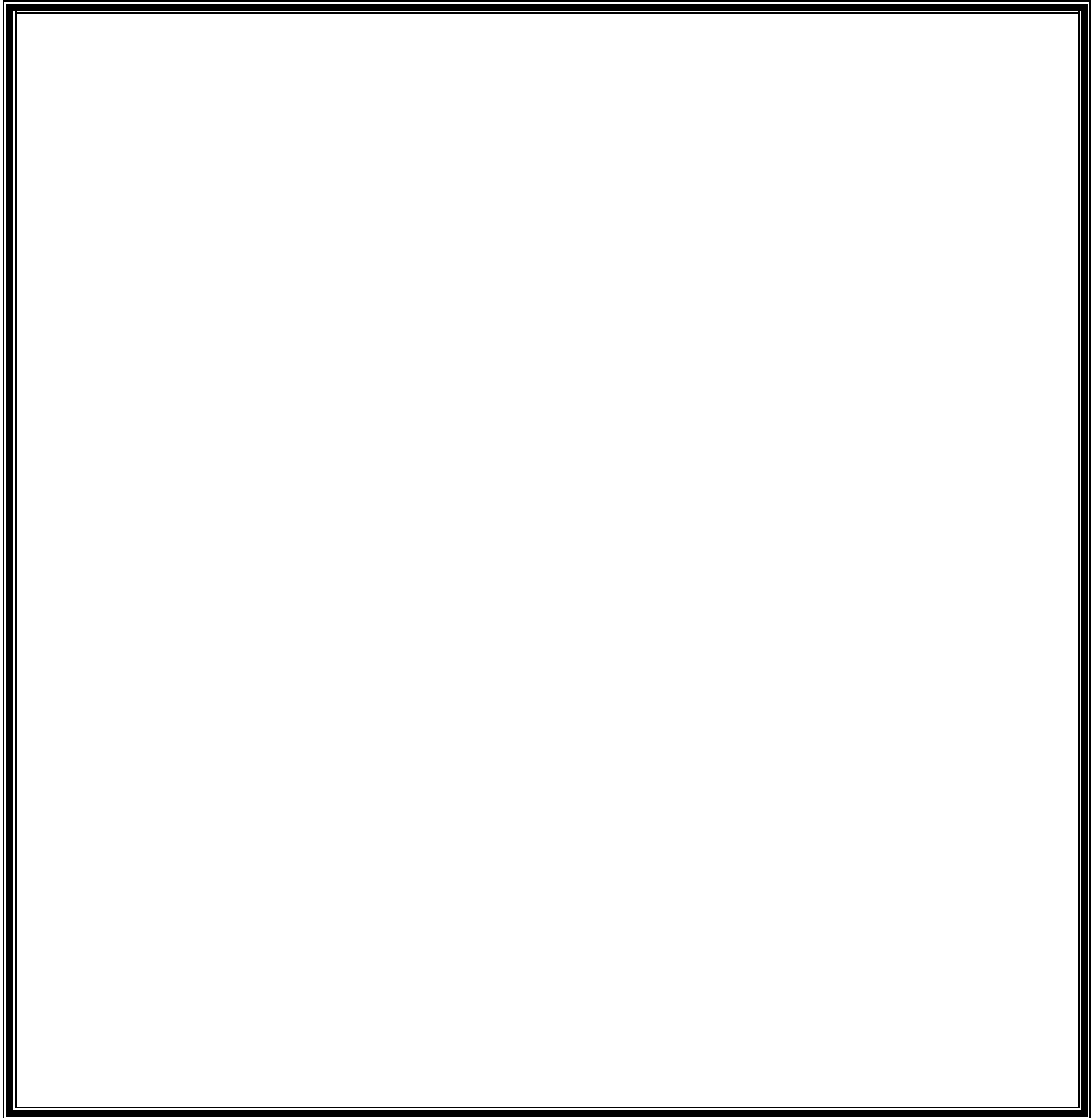
Where did they have the wedding?

Did he/she have a reception?

What did he/she do during the reception?

Name _____

Draw a picture of the wedding of the person you interviewed.



Culture: How did it transform?

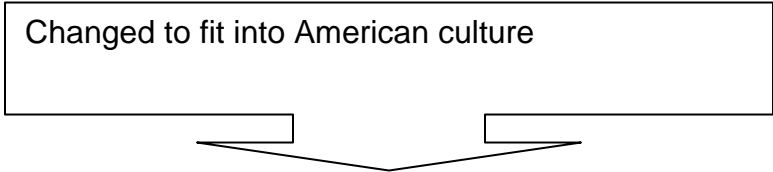
Name _____

List the products (food, cars, etc.) that are from different countries in the box below and think about how they have been changed to fit into American culture.

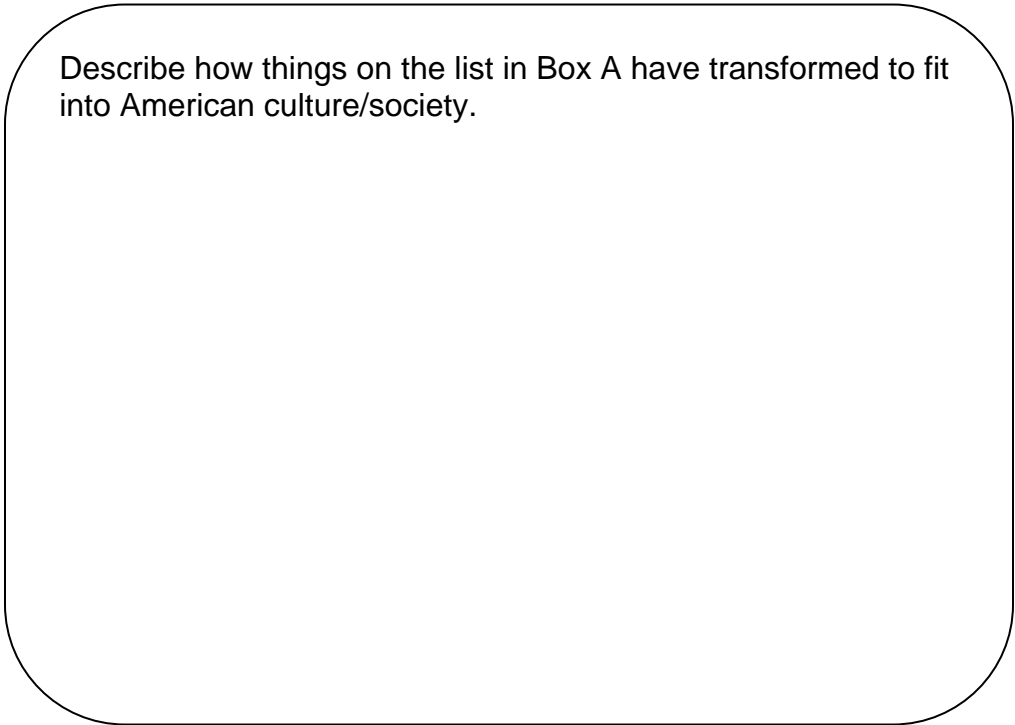
Box A



➤ _____
➤ _____
➤ _____
➤ _____
➤ _____
➤ _____
➤ _____



Box B



Describe how things on the list in Box A have transformed to fit into American culture/society.

Culture Interview

Name _____

Pick a product that is from another country, but has become very common in the U.S. Interview someone who is from the same country as the product. Ask that person (interviewee) how the product is the same/different, and if it is different, ask the person how it has been "Americanized."

Name of the product _____

What country is the product from? _____

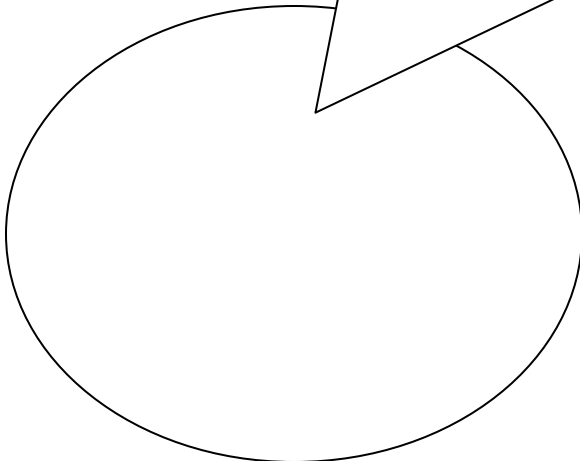
Name of the interviewee _____

Where is s/he from? _____

Ask interviewee about the product. Ask her/him if it is the same in America or not. And if it is different, how has it been "Americanized?"



Picture of Interviewee



Evaluation Sheet: Japanese Daily Life

1. Your Name: _____
2. Name of your school: _____ State _____
City _____
3. Grade level you teach: _____
4. How did you hear about the Japan Box? _____
5. For what subject did you use the Japan Box: Japanese Daily Life?
6. Did you find the Japan Box helpful in meeting the objectives and goals of your lesson/class?
Yes No

If you answer "No," please provide suggestions to make the Japan Box more helpful.

7. How would you evaluate the description of Japanese daily life in the Japan Box?
(Please circle one)
 - a. It was helpful; there was enough information to teach my lesson.
 - b. Need more descriptions on each subject matter.
 - c. It was not helpful at all and needs to be changed.

If you chose "c," how should the descriptions be changed?

8. Did you use any of the activities introduced in the box? Yes No

If you answer "Yes" to Question 8, please answer the following questions:
Which activity did you try in your classroom?

How did the activity go? Was it helpful?

If you answered "No," please tell us how you used the Japan Box.

Please write any comments and/or suggestions regarding the Japan Box: Japanese Daily Life on the reverse side. Thanks!