

Kimono

Lesson Plan

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Learning Objectives:

- To understand what kimono are, and why they are important in Japanese culture.
- To understand what kimono designs and patterns represent and symbolise.
- To design my own seasonal kimono pattern using cultural symbols and motifs.

Key Words:

Kimono, Obi (fabric sash or belt used to tie kimono), Traditional, Pattern, Motif, Geta and zori (traditional footwear), Yukata (lightweight summer kimono)

Main Resources:

Kimono Presentation

Video and Video Worksheet: <https://www.youtube.com/watch?v=LWTew56lQTo>

Design a Seasonal Kimono Worksheet (There are 2 templates - Men and Women)

Additional Resources:

Bring your lesson to life and borrow one of our loan yukata for free! Visit the loan resources page (<https://www.japansociety.org.uk/loanresources>) or email education@japansociety.org.uk.

Origami Kimono Instructions (External Resources. Teachers will need to buy origami or square paper if planning this activity)

1. <https://www.twinkl.co.uk/resource/how-to-make-an-origami-kimono-t-tp-1645719759>
2. <https://en.origami-club.com/clothes/yukata/zu.html>

STARTER

- **Slide 1:** Show pupils the pictures to prompt discussion about the topic of today's lesson. After taking ideas from the class, reveal these are examples of traditional dress. Do pupils know where these are from? Do they know other types of traditional clothing?
- **Slide 2:** Introduce the topic of today's lesson. Ask pupils when kimono might be worn, and what materials they might be made of. You could also ask pupils to look closely at the image and share what they notice about the patterns and motifs on the kimono themselves.
- Guide the discussion to cover points that will come up later in the lesson. You can then reflect at the end whether their initial impressions/predictions were correct or not.
- **Slides 3 & 4:** Introduce the Learning Objectives and Key Words.

Estimated Time: 5 minutes

MAIN LEARNING

- **Slide 5:** Introduce kimono. Click to reveal the bullet points and discussion question about the difference between men and women's kimono; this will be further explored in the video.
- **Slide 6:** Mention that historically kimono used to be considered everyday clothing - kimono is an important aspect of Japan's history and culture. Ask pupils to consider what special occasions people might wear kimono for nowadays.
- **Slide 7:** Watch the short video (approx. 4 mins) about kimono. If appropriate for your class, you can watch a second time, this time asking pupils to fill in the questions on the worksheet.
- **Slides 8-16** cover the key points covered in the video. You can use these to re-cap what you have learned about kimono and to prompt further discussion. Underneath each slide, there are Teacher's Notes you can view that include extra detail and information you may like to share, as well as discussion points. Click on the "Notes" tab on the bottom bar on PowerPoint to view these.
- **Slide 17:** Introduce the Batsu-Maru (True or False) quiz. Slides 18-22 show statements that pupils must answer with a Maru (circle) if they think it is true, or a Batsu (cross) if they think it is false! If the statement is false, ask pupils to explain why.

Estimated Time: 20 – 25 minutes

ACTIVITY

- The main activity for this lesson is for pupils to design their own seasonal kimono, incorporating a cultural symbol, motif, or pattern associated with a particular season. Their design does not need to be inherently related to Japan or Japanese culture. The main purpose is to encourage creativity and get pupils thinking about what they personally associate with each season, taking inspiration from the video and anything else they have learnt in the lesson.
- **There are two different versions of this activity:**
 - **Activity 1 on slide 24:** Design a Kimono activity worksheet.
 - **Activity 2 on slides 25 and 26.** Design and Fold Origami Kimono (Recommended for KS3+).
You will need origami or square paper for this activity. Pupils first draw their pattern onto

the square piece of paper, before folding it to create a mini origami kimono.**Slide 24**

onwards:

- Before starting the activity, you could brainstorm together as a class some different ideas for each season. For example: what do we think of when we think of spring? Daffodils, tulips, chicks, lambs. What colours best represent spring? Green, blue, yellow, etc...

Estimated Time: 20 – 30+ minutes

REFLECTION

- **Slide 27:** To wrap up today's lesson, ask pupils to read the fill-in-the-blank statements on the slide, and discuss with a partner how they would complete each sentence.
- Click on the slide again to reveal the answers.
- You can also ask your own reflective questions here, i.e., what was an interesting fact you learned about kimono today? If you got the opportunity to do so, would you like to wear kimono? Why or why not?

Estimated Time: 5 minutes
