

Winter Food in Japan – KS1 + 2

Lesson Plan

Learning Objectives:

- To learn about popular foods and seasonal dishes associated with winter and winter celebrations in Japan.

Key Words:

- Fuyu (winter)
- Seasonal
- Celebration
- Christmas
- Oshogatsu (New Year)
- Hemisphere

Resources:

Video: Japanese Food - Winter <https://www.youtube.com/watch?v=1NsZwgThpZk>

Worksheet: Winter Food Video Worksheet (to fill in whilst watching video – simplified version includes an answer box)

Worksheet: Winter Food Match-Up (two versions – one with images and one without images)

Additional Resources:

Example Letter (pupils can refer to this when writing their letter in Extension Activity)

To extend your learning... Check out our New Year's Celebrations resource page on The Japan Society website! <https://www.japansociety.org.uk/resource?resource=11>

STARTER

- **Slide 1:** Ask pupils to discuss with a partner or in a small group the following questions on the PowerPoint slide.
- **Challenge:** Ask pupils to think about what today's lesson might be about based on the questions.
- Feedback and share ideas as a class.
- **Slide 2:** Introduce the topic of today's lesson.
- **Slides 3 and 4:** Introduce the lesson's Learning Objective and Key Words.

Estimated Time: 5 minutes

INTRODUCE LEARNING

- **Slide 5:** Explain to pupils that the northern and southern hemispheres experience different seasons at different points in the year (i.e., when it is winter in northern hemisphere, it is summer in the southern hemisphere) – ask pupils if they know why that is.
- Following on from this, ask pupils if they can identify where Japan is on the world map. Is it in the northern or southern hemisphere? Then, based on their answers, ask pupils what they think the weather and climate in Japan might be like; is it similar or different to the UK?
- **Slide 6** will reveal where Japan is on the world map, and **slide 7** will show an image of what winter can look like in some northern parts of the country – very cold and snowy!
- **Slide 8:** Show pupils the image of a kotatsu – can they guess what it is? Click on the slide to reveal the arrows that explain what a kotatsu is and how it works.
- **Challenge:** Ask pupils to discuss how in pairs/groups/as a whole class how they keep warm during wintertime. You could then lead onto slide 9 using this discussion – what foods or dishes do they like to eat during winter to keep warm?
- **Slide 9:** Do pupils know of any popular Japanese dishes already? Get pupils to discuss with a partner or in a small group, or even as a whole class – what kind of dishes would be popular in Japan during winter?

Estimated Time: 5 – 10 minutes

ACTIVITY 1

- **Slide 10:** Watch the Winter Food in Japan video (link: [youtube.com/watch?v=1NsZwgThpZk](https://www.youtube.com/watch?v=1NsZwgThpZk)).
- **Slide 11:** Hand out the worksheet – there are two different versions. The simplified version of the worksheet has an answer box which pupils can use this to help them answer the questions.
- **Slides 12-21** have photos of each of the dishes and food featured in the video, including explanations as to what they are. You could go through each slide after watching the video a second or third time, to allow pupils to finish answering the questions on their worksheet.
- **Slide 13** talks about chankonabe (not mentioned in the video), another example of hotpot/nabe, that is commonly eaten by sumo wrestlers!
- **Slide 22:** Check answers together as a class and get pupils to feedback their ideas.

Estimated Time: 10 – 15 minutes

ACTIVITY 2

- **Slide 23:** Hand out the Winter Food Match-Up worksheet to pupils. There are different versions you can use – one with images and one without.
- Once complete, check answers together as a class and get pupils to feedback their ideas.

Estimated Time: 5 – 10 minutes

EXTENSION ACTIVITY

- **Slide 25:** In this activity, pupils must write a letter to an imaginary pen pal they have who lives in Japan, to share and introduce what their favourite winter foods and dishes are.
- They should talk about why they like these dishes; why they are special (if they are linked to a seasonal celebration or festivity); and what the dishes contain. If possible, they can draw upon links/similarities these dishes might share with the ones mentioned in today's video.
- You can use the Example Letter on the slide (there is also a version available on the resource page you can download and print out) to show pupils what they could include in their letter to their pen pal.

Estimated Time: 10 – 20 minutes
