



App 5

The Polyglots at the Circus

Korean

Discover *The Polyglots at the Circus!*
Children visit the circus, and learn language
for parts of the body.



Learning experiences

Playspace

Children explore a circus, where they can paint faces, train a clown, play a memory card game, flip a picture board, help out at a first aid station, and sing a song.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children develop knowledgeable and confident self-identities. This is evident, for example, when children explore different identities and points of view through dramatic play.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and [understand that the syllable block is the basic unit of writing in Korean,] associating individual syllable blocks with their pronunciations (ACLKOU126)

Memory cards

In this card game, children find matching pairs. Each card has an image of a body part, and children are encouraged to use the language as they play.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children transfer knowledge from one setting to another.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and [understand that the syllable block is the basic unit of writing in Korean,] associating individual syllable blocks with their pronunciations (ACLKOU126)



Face painter

Children paint their own face or a stencil using digital paintbrushes and animations. They learn words for colours, body parts, and 'big' and 'small'.

Links to the EYLF

Outcome 2: Children are connected with and contribute to their world. Children respond to diversity with respect. This is evident, for example, when children notice and react in positive ways to similarities and differences among people.

Links to the Australian Curriculum

Communicating: Socialising – Engage in guided [group] activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes (ACLKOC116)



Clown trainer

Children spin a wheel, which lands on a body part that the acrobats balance on. When the children repeat the name of the body part, a clown copies the acrobats in a funny way. Children learn how to say 'head', 'foot' and 'hand'.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

Links to the Australian Curriculum

Communicating: Creating – Participate in chants, [choral and shared reading] of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements (ACLKOC120)



Flip a part

Children flip a picture board to create funny characters with different body parts such as big feet and small arms. On each flip, the character describes themselves. Children learn the language for body parts, and 'long' and 'short'.



Links to the EYLF

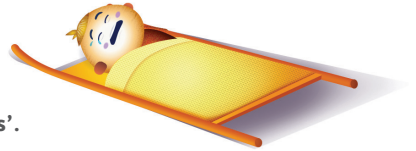
Outcome 5: Children are effective communicators. Children use information and communication technologies to access information, investigate ideas and represent their thinking. This is evident, for example, when children engage with technology for fun and to make meaning.

Links to the Australian Curriculum

Communicating: Socialising – Engage in guided [group] activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes (ACLKOC116)

First aid helper

Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children learn to interact in relation to others with care, empathy and respect. This is evident, for example, when children empathise with and express concern for others.

Links to the Australian Curriculum

Communicating: Informing – Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks (ACLKOC118)

Song

Children sing a song about body parts such as head, arms, legs and feet.

Links to the EYLF

Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts. This is evident, for example, when children sing and chant rhymes, jingles and songs.

Links to the Australian Curriculum

Communicating: Socialising – Engage in guided group activities and simple exchanges such as [playing games;] group singing or dancing; contributing ideas through key words, images, mimes (ACLKOC116)



Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

Cultural references



Rice cake skewers (tteokkkochi) are a popular street food. Long rice cakes are cut, skewered and brushed with a sauce that can include honey or jam, soy or tomato sauce, chilli paste, garlic, and seeds or crushed nuts.



Traditional Korean lanterns (cheongsa-chorong) of red and blue silk were used at weddings, and lit by a candle hung inside the body. Globes usually replace candles now, and you will see these lanterns used more widely.



Women's hanbok consists of a blouse (jeogori) or jacket (magoja) and a full wrap-around skirt (chima) tied above the waistline. Men's features baggy pants and a jacket, and maybe a vest, an outer robe and a further outer jacket. Korean designers love to create hanbok-inspired fashion.



A very old Korean tradition of tightrope walking (jultagi) still lives on, as part of namsadang clown theatre. On public holidays in South Korea, music and stories keep the audience entertained, while tightrope walkers perform remarkable kneeling, jumping up, sitting cross-legged, lying and pretended falling movements.

Extensions

Bring the app environment into your play space

Flip a part



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First aid helper



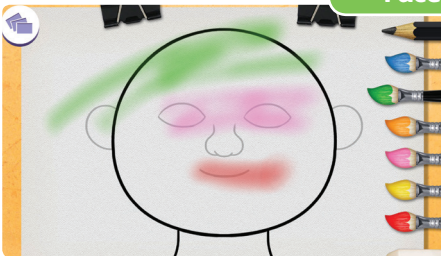
Re-create the experiences from the app

Flip a part



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Face painter



Language

Body parts

Korean

팔
귀
눈
발
손
머리
다리
입
코

Transliteration

Pal
Gwi
Nun
Bal
Son
Meo-ri
Da-ri
Ip
Ko

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

Korean

큰 코
작은 입
파란색 눈
갈색 눈
빨간색 머리
긴 팔
짧은 팔

Transliteration

Keun ko
Jageun ip
Paransaek nun
Galsaek nun
Ppalgansaek meo-ri
Gin pal
Jjalbeun pal

English

Big nose
Small mouth
Blue eye
Brown eye
Red hair
Long arms
Short arms

Phrases about the body

Korean

팔이 아파!
발이 아파!
머리가 아파!

Transliteration

Pari apa!
Bari apa!
Meori-ga apa!

English

My arm hurts!
My foot hurts!
My head hurts!

Incidental language

Korean

게임이다! 같이 놀자!
음악! 노래하자!
한복입은 소녀
서커스
페이스 페인팅이다
맛있어!
떡꼬치
좋아!
와우!
앗싸!

Transliteration

Geimida! Gachi nolja!
Eumak! Noraehaja!
Hanbogibeun sonyeo
Seokeoseu
Peiseu peintingida
Masisseo!
Tteokkochi
Joh-a!
Wau!
Atssa!

English

A game! Let's play!
Music! Let's sing!
Girl in Hanbok costume
Circus
Face painting
Delicious!
Rice cake skewers
Great!
Wow!
Yay!

'Head, arms, legs and feet' song lyrics

Korean	Transliteration	English
머리, 팔, 다리, 발	Meo-ri, pal, da-ri, bal	Head, arms, legs, feet
다리, 발!	Da-ri, bal!	Legs, feet!
머리, 팔, 다리, 발	Meo-ri, pal, da-ri, bal	Head, arms, legs, feet
다리, 발!	Da-ri, bal!	Legs, feet!
눈, 귀, 입	Nun, gwi, ip	And eyes, ears, mouth
하고 코!	Hago ko!	and nose!
머리, 팔, 다리, 발	Meo-ri, pal, da-ri, bal	Head, arms, legs, feet
다리, 발!	Da-ri, bal!	Legs, feet!