



App 5

The Polyglots at the Circus

Hindi

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 relationship between the sounds and patterns of pronunciation [and elements of the Devanagari script,] including the representation of long and short vowels, consonants [and conjuncts] (ACLHIU012)

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 relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants [and conjuncts] (ACLHIU012)



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 – Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)



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: Socialising – Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)



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 – Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)



First aid helper

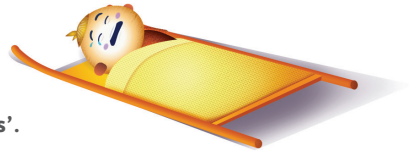
Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.

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 [phrases and] points of information [in simple texts such as charts, lists, stories and songs], and use the information to complete guided [oral and written] tasks (ACLHIC004)



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 – Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (ACLHIC002)

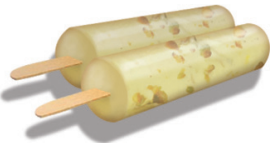


Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

Cultural references



Paper lanterns are hung outside Indian homes during Diwali, the festival of lights, which is one of the most popular Hindu festivals of the year. Lantern shapes include stars and globes, with tails at the bottom.



Kulfi is an Indian frozen dessert with a creamy milk base. Traditional flavours are cardamom, saffron, mango, rose and pistachio. Kulfi can be made at home but is often bought from street sellers or shops. Kulfi is popular during the Hindu Holi festival, when people celebrate spring by throwing brightly coloured powder and water at each other.



There are a number of recognised Indian classical dance forms. The classical Indian dancer uses symbolism, body language, special gestures and facial expressions to help communicate the feeling and mood of a story told through dance. The setting, costume, jewellery and make-up all add to the storytelling.



The old Indian sport of 'mallakhamb' is like a combination of gymnastics and acrobatics. The players perform various difficult poses and movements, on a tall wooden pole, a rope or a hanging pole. Their movements are said to mimic Hanuman, the Hindu monkey god.

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

Hindi

बाँह
कान
आँख
पैर
हाथ
सिर
टाँग
मुँह
नाक

Transliteration

bāÑh
kān
āÑkh
pāir
hāth
sir
ṭāNg
muÑh
nāk

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

Hindi

बड़ी नाक
छोटा मुँह
नीली आँख
भूरी आँख
लाल बाल
लम्बी बाँहें
छोटी बाँहें

Transliteration

baṛī nāk
chhotā muÑh
nīlī āÑkh
bhūri āÑkh
lāl bāl
lambī bāÑheñ
chhotī bāÑheñ

English

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

Phrases about the body

Hindi

मेरी बाँह में दर्द है!
मेरे पैर में दर्द है!
मेरे सिर में दर्द है!

Transliteration

merī bāÑh meñ dard hāi!
mere pāir meñ dard hāi!
mere sir meñ dard hāi!

English

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

Incidental language

Hindi

खेल! चलो खेलें!
संगीत! चलो गायें!
नर्तकी
सर्कस
मुख चित्रकला
स्वादित!
कुल्फी
बहुत बढ़िया!
अरे वाह!
येSSSS!

Transliteration

khel! chalo khelen!
saṅgīt! chalo gāyen!
nartakī
sarkas
mukh chitrakalā
svādish!
kulfī
bahut baṛhiyā!
are vāh!
yessss!

English

A game! Let's play!
Music! Let's sing!
Dancer (female dancer)
Circus
Face painting
Delicious!
Kulfi
Great!
Wow!
Yay!

'Head, arms, legs and feet' song lyrics

Hindi	Transliteration*	English
सिर, बाँहें, टाँगें, पैर	sir, bāṆheṅ, ṭāṆgeṅ, pāir	Head, arms, legs, feet
टाँगें, पैर!	ṭāṆgeṅ, pāir!	Legs, feet!
सिर, बाँहें, टाँगें, पैर	sir, bāṆheṅ, ṭāṆgeṅ, pāir	Head, arms, legs, feet
टाँगें, पैर!	ṭāṆgeṅ, pāir!	Legs, feet!
आँखें, कान, मुँह	āṆkheṅ, kān, muṆh	Eyes, ears, mouth
और नाक!	āūr nāk!	and nose!
सिर, बाँहें, टाँगें, पैर	sir, bāṆheṅ, ṭāṆgeṅ, pāir	Head, arms, legs, feet
टाँगें, पैर!	ṭāṆgeṅ, pāir!	Legs, feet!

* Note about transliteration: In this document, a romanised version of Hindi has been provided as a guide. For correct pronunciation, please listen to the words as they are spoken in the app. In Hindi, a phrase may sometimes differ depending on whether the speaker is male or female.