



App 5

The Polyglots at the Circus

Japanese

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 sounds and rhythms of spoken Japanese, and learn how sounds are produced [and represented in the three different scripts] (ACLJAU120)

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 sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the [three] different scripts (ACLJAU120)



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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



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 shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



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

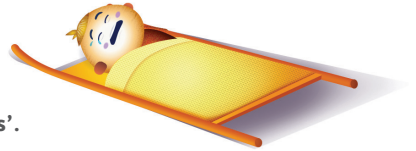
Outcome 5: Children are effective communicators. Children use information and communication technologies to access information, investigate ideas and represent their thinking. This is evident, for example, when children engage with technology for fun and to make meaning.

Links to the Australian Curriculum

Communicating: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)

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 – Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials (ACLJAC113)

Song

Children sing a song about body parts such as head, arms, knees 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.

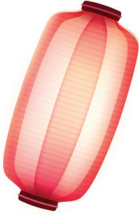
Links to the Australian Curriculum

Communicating: Socialising – Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning (ACLJAC110)

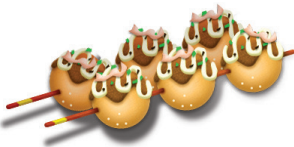


Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

Cultural references



Paper lanterns came to Japan from China centuries ago. The traditional Japanese 'chochin' lanterns are used to light the outside of restaurants and cafes. Often there is a kanji on the lantern to advertise the type of food sold.



The food van serves takoyaki, or grilled octopus balls. It is made of diced octopus 'tako', ginger and spring onion cooked in a batter with a sauce (such as mayonnaise mixed with bonito flakes). The word 'yaki' comes from 'yaku' which means to 'grill' or 'fry'.



This character is wearing a kimono. Traditionally, women carefully combined their kimonos and 'obi' (the sash) to balance colour, pattern and symbolism. Kimonos are still worn on special occasions but many people rely on kimono rental and dressing services in order to wear them correctly.



Traditional Japanese juggling influenced many of Europe's greatest circus performers. Nowadays, traditional acrobatic skills can be seen at New Year's Dezome-shiki firefighter festivals. The main attraction is men dressed as Edo-period firemen performing acrobatic feats on top of ladders.

Extensions

Bring the app environment into your play space

Flip a part



© Bayview Heights Community Kindergarten, Queensland

First aid helper



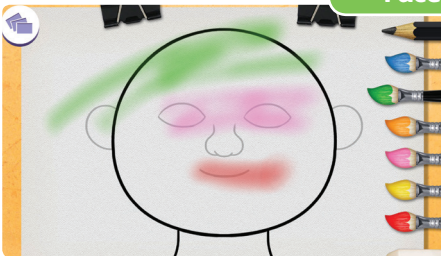
Re-create the experiences from the app

Flip a part



© Rockhampton South Kindergarten, Queensland

Face painter



Language

Body parts

Japanese

うで
みみ
め
あし
て
あたま
あし
くち
はな

Rōmaji

Ude
Mimi
Me
Ashi
Te
Atama
Ashi
Kuchi
Hana

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

Japanese

おおきい はな
ちいさい くち
あおい め
ちやいろい め
あかい かみ
ながい うで
みじかい うで

Rōmaji

Ookii hana
Chiisai kuchi
Aoi me
Chairoi me
Akai kami
Nagai ude
Mijikai ude

English

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

Phrases about the body

Japanese

うで が いたい！
あし が いたい！
あたま が いたい！

Rōmaji

Ude ga itai!
Ashi ga itai!
Atama ga itai!

English

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

Incidental language

Japanese

ゲーム！ あそびましょう！
おんがく！ うたいましょう！
きもの
サーカス
フェイス ペインティング
おいしい！
たこやき
すごい！
わあ！
やった！

Rōmaji

Geemu! Asobimashou!
Ongaku! Utaimashou!
Kimono
Saakasu
Feisu peintingu
Oishii!
Takoyaki
Sugoi!
Waa!
Yatta!

English

A game! Let's play!
Music! Let's sing!
Kimono
Circus
Face painting
Delicious!
Takoyaki
Great!
Wow!
Yay!

'Head, arms, knees and feet' song lyrics

Japanese	Rōmaji*	English
あたま、うで、ひざ、あし	Atama, ude, hiza, ashi	Head, arms, knees, feet
ひざ、あし！	Hiza, ashi!	Knees, feet!
あたま、うで、ひざ、あし	Atama, ude, hiza, ashi	Head, arms, knees, feet
ひざ、あし！	Hiza, ashi!	Knees, feet!
め と みみ と ぐち	Me to mimi to kuchi	Eyes and ears and mouth
と はな！	to hana!	and nose!
あたま、うで、ひざ、あし	Atama, ude, hiza, ashi	Head, arms, knees, feet
ひざ、あし！	Hiza, ashi!	Knees, feet!

*Rōmaji is the official system for representing Japanese with a roman alphabet. For correct pronunciation, please listen to the words as they are spoken in the app.