



## App 6

# *The Polyglots at the Park*

## Japanese

Discover *The Polyglots at the Park!*  
Children enjoy games and activities played  
in an Australian park, and explore the  
language of action words and phrases.

# Learning experiences

## Playspace

Children explore games and activities in an Australian park, where they can tap on a maze, a mat, a podium and more to open the learning experiences in the app.



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. This is evident, for example, when children seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.

### 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)

## Follow the leader

Children copy Bim's actions, using the front-facing camera in the tablet. They learn action words such as **run and jump**, and hear supportive language such as **'That was fun'**.



### 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)

## Warm-up trainer

Children direct the actions of characters who are training for an event. They pronounce a range of verbs, and phrases such as **'Jump fast'** and **'Jump slowly'**.

### 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 listen and respond to sounds and patterns in speech, stories and rhymes in context.

### 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)



## Ready, set, go!

Children move characters along a track in a race to the finish by selecting the correct image for the action word they hear (**run, jump, walk**).

### Links to the EYLF

Outcome 5: Children are effective communicators. Children interact verbally and non-verbally with others for a range of purposes. This is evident, for example, when children exchange ideas, feelings and understandings using language and representations in play.

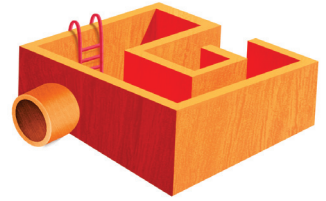
### Links to the Australian Curriculum

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)



## Obstacle maze

Children help Kai to move from the start to the end of a maze. They learn the verbs for specific actions, and revisit the language of introductions.



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

### 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)

## Movie builder

Children can create, then view, their own movie sequence of characters performing actions. They hear verbs for specific actions and language from App 4, such as ‘I’m hungry’.



### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. This is evident, for example, when children manipulate resources to investigate, take apart, assemble, invent and construct.

### Links to the Australian Curriculum

Communicating: Creating – Participate in shared performances and presentations of stories, songs, chants and rhymes (ACLJAC115)

## Song

The ‘Action’ song invites children to join in a range of physical actions such as running, jumping, walking and singing. The children’s learning focuses on verbs.



### 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



Japanese street food: 'takoyaki' (grilled octopus balls) is a very popular snack food throughout Japan.



The 'yuzu' tree bears a small yellow-green citrus fruit, which has a grapefruit-like tart flavour. Yuzus are commonly used like lemons. They are a key ingredient in 'ponzu' sauce and, combined with honey, in yuzu tea.



Children in Japan enjoy playing traditional games. 'Kendama' is a wooden toy with a ball on a string attached to a cup; children try to catch the ball in the cup. 'Otedama' is a juggling game played most frequently by girls. It has five small beanbags, or 'ojami', which are traditionally made with kimono scraps.



Mount Fuji, Japan's highest mountain, is an active volcano and a well-known symbol of Japan. It is a popular feature in artwork and is climbed by thousands of people each year.



A ninja was a spy, and a ninja's particular skill was their ability to move silently. The ninja also learnt 'uki-ashi' ('the floating foot', or walking on tiptoes) and 'inu-bashiri' (walking like a dog on all fours).

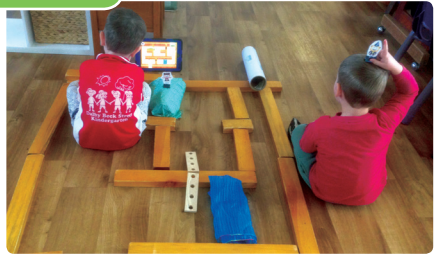
# Extensions

Bring the app environment into your play space

Ready, set, go!



Obstacle maze



Re-create the experiences from the app

Warm-up trainer



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# Language

## Verbs

### Japanese

あるいて！

はしって！

ジャンプして！

ケンケンして！

のぼって！

おどって！

### Rōmaji

Aruite!

Hashitte!

Jampu shite!

Kenken shite!

Nobotte!

Odotte!

### English

Walk!

Run!

Jump!

Hop!

Climb!

Dance!

## Verb combinations

### Japanese

はやく おどって！

はやく ジャンプして！

ゆっくり ジャンプして！

あるきましょう！

はしりましょう！

### Rōmaji

Hayaku odotte!

Hayaku jampu shite!

Yukkuri jampu shite!

Arukimashou!

Hashirimashou!

### English

Dance fast!

Jump fast!

Jump slowly!

Let's walk!

Let's run!

## Incidental language

### Japanese

こうえん

よい スタート！

ゲーム！

さいこう！

かった！

たのしかった！

ストップ！

バタバタして！

いきましよう！

すごい！ありがとう！

### Rōmaji

Kouen

Yoi sutaato!

Geemu!

Saikou!

Katta!

Tanoshikatta!

Sutoppu!

Batabata shite!

Ikimashou!

Sugoi! Arigatou!

### English

Park

Ready, go!

A game!

Excellent!

I won!

That was fun!

Stop!

Flap about!

Let's go!

Great! Thank you!

# 'Actions' song lyrics

## Japanese

## Rōmaji\*

## English

みんな たって！

Minna tatte!

Everybody stand up!

はしって！

Hashitte!

Run!

はしって！

Hashitte!

Run!

ジャンプして！

Jampu shite!

Jump!

ジャンプして！

Jampu shite!

Jump!

あるいて！

Aruite!

Walk!

あるいて！

Aruite!

Walk!

うたって！

Utatte!

Sing!

みんな すわって！

Minna suwatte!

Everybody sit down!

\*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