



App 1

# ***The Polyglots in the Playroom***

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Japanese

Explore *The Polyglots in the Playroom!*  
Children meet playful characters, and learn  
greetings, introductions, farewells, likes and dislikes.



# Learning experiences

## Playspace

Children explore a fun, animated playroom, where they can tap on a rocket, maze, sandpit and more to open the learning experiences in the app.



### Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children feel safe, secure, and supported. This is evident, for example, when children confidently explore and engage with social and physical environments through relationships and 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)

## Phone

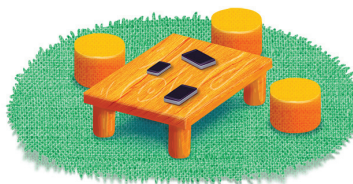
Children phone characters, and are encouraged to use informal greetings and goodbyes. Their voices are recorded and played back in funny voices.

### 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 practise the actions of others, either immediately or later.

### Links to the Australian Curriculum

Communicating: Socialising – Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures (ACLJAC109)



## Playmat

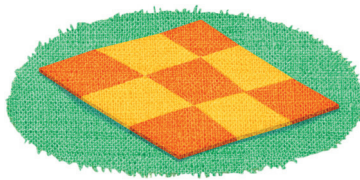
Children give food and objects to characters, who respond playfully – accepting or rejecting the items, depending on whether they like them. Children learn greetings and how to express likes and dislikes.

### 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 become aware of connections, similarities and differences between 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)



## Maze

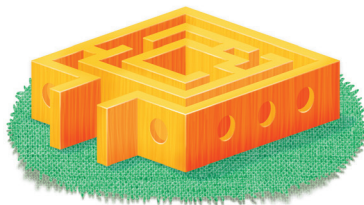
Children find their way out of a maze, meeting characters along the way. They learn greetings and introductions.

### 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 explore the diversity of culture, heritage, background and tradition, and that diversity presents opportunities for choices and new understandings.

### 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)



## Rocket ship

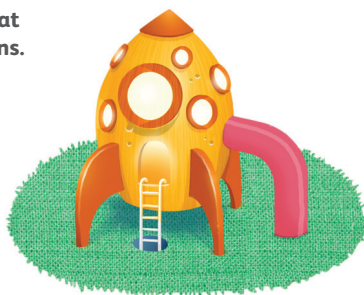
Children pilot a rocket in space, meeting characters that fly by. They learn greetings, goodbyes and introductions.

### 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 explore the purpose and function of a range of tools, media, sounds and graphics.

### 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)



## Sandpit

Children create patterns in a sandpit, and add characters and found objects to their creation. They learn greetings and introductions.

### 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 explore ideas and theories using imagination, creativity and 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)



## Song

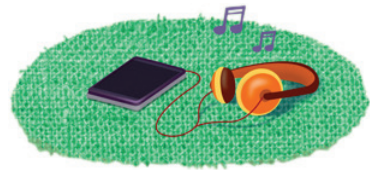
Children listen and sing along to the 'Hello' song. They learn greetings and introductions.

### 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



In a sushi roll, 'nori' – dried seaweed – is wrapped around rice and other ingredients. Children might have tried sushi rolls and could share their favourite fillings.



The ninja were professional spies in ancient Japan and even today are popular subjects for 'manga', 'anime' and films. Some legends give them superhuman powers such as invisibility, flight and control over wind, earth, fire, water and air.



Wooden Kokeshi dolls with large heads, painted faces and cylindrical bodies are considered lucky charms in Japan. Children might be interested to learn about other Japanese dolls.



Cherry blossoms mean spring has arrived in Japan. Children might be interested to know how Japanese people celebrate with picnics and festivals.



Origami, like this origami crane, is where paper is folded to make shapes such as cute animals and beautiful plants. It is a popular Japanese pastime. Children could try making their own origami animal.

# Extensions

You can support the children's learning on the apps by extending their play. Here are some ideas for App 1.

## Bring the app environment into your play space



Rocket ship



Complete Kids ELC, Sunbury, Vic



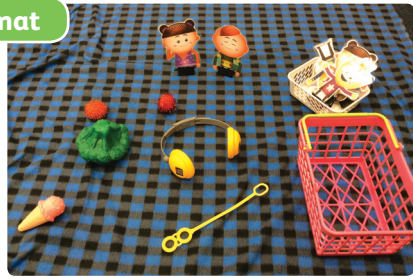
Sandpit



## Re-create the experiences from the app



Playmat



Anzac Terrace Primary School,  
Bassendean, WA



Maze



Anzac Terrace Primary School,  
Bassendean, WA

# Language

## Greetings and introductions

### Japanese

こんにちは！  
もしもし！

やあ！ぼくは Finn！

はあい！わたしは Tam！

こんにちは！わたしは Kit！

Kaiくんです。

おなまえは？

### Rōmaji\*

Konnichiwa!  
Moshi moshi!

Yaa! Boku wa Finn!

Haai! Watashi wa Tam!

Konnichiwa! Watashi wa Kit!

Kai kun desu.

Onamae wa?

### English

Hello!  
Hello! (*greeting on phone*)

Hi! My name is Finn!  
(*greeting for a boy*)

Hi! My name is Tam!  
(*greeting for a girl*)

Hi! My name is Kit!  
(*greeting for a girl*)

This/Here is Kai.  
(*introducing a boy*)

What's your name?

## Likes and dislikes

### Japanese

Mmm! ブロッコリーがすき！  
ウウン！おんがくが  
すきじゃない！

### Rōmaji

Mmm! Burokkori ga suki!  
Uun! Ongaku ga sukijanai!

### English

Mmm! I like broccoli!

Uh-uh! I don't like music!

## Farewells

### Japanese

バイバイ！  
またね！

### Rōmaji

Baibai!  
Mata-ne!

### English

Goodbye!  
See you later!

## Incidental language

### Japanese

ブロッコリー  
しゃぼんだま  
さくら  
アイスクリーム  
はっぱ  
みて！  
おんがく  
つる  
すなのしろ  
かい  
サッカーボール  
ひとで  
すし

### Rōmaji

Burokkori  
Shabondama  
Sakura  
Aisukuriimu  
Happa  
Mite!  
Ongaku  
Tsuru  
Suna no shiro  
Kai  
Sakka booru  
Hitode  
Sushi

### English

Broccoli  
Bubbles  
Cherry blossom  
Ice cream  
Leaf  
Look!  
Music  
Origami crane  
Sandcastle  
Shell  
Soccer ball  
Starfish  
Sushi

\*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.

# 'Hello' song lyrics

## Japanese

## Rōmaji

## English

こんにちは！

Konnichiwa!

Hello!

こんにちは！

Konnichiwa!

Hello!

おなまえは？

Onamae wa?

What's your name?

おなまえは？

Onamae wa?

What's your name?

わたしはBeelee!

Watashi wa Beelee!

My name's Beelee!

よろしくね！

Yoroshikune!

Great to meet you!

こんにちは！

Konnichiwa!

Hello!

こんにちは！

Konnichiwa!

Hello!

おなまえは？

Onamae wa?

What's your name?

おなまえは？

Onamae wa?

What's your name?

ぼくはTalo!

Boku wa Talo!

My name's Talo!

よろしくね！

Yoroshikune!

Great to meet you!

こんにちは！

Konnichiwa!

Hello!

こんにちは！

Konnichiwa!

Hello!

おなまえは？

Onamae wa?

What's your name?

おなまえは？

Onamae wa?

What's your name?

*(Space for child to respond)*

*(Space for child to respond)*

*(Space for child to respond)*

よろしくね！

Yoroshikune!

Great to meet you!