

## **BROADCAST DATES**

**Spring 2007, Tuesdays 10.50-11.05 am BBC2 NI**

<b>1 Me and You</b>	<b>9th January</b>
<b>2 My Body</b>	<b>16th January</b>
<b>3 My Family</b>	<b>23rd January</b>
<b>4 Our House</b>	<b>30th January</b>
<b>5 Good Morning</b>	<b>6th February</b>
<b>6 School</b>	<b>27th February</b>
<b>7 Playtime</b>	<b>6th March</b>
<b>8 Likes and dislikes</b>	<b>13th March</b>
<b>9 Meal times</b>	<b>20th March</b>
<b>10 A new pet</b>	<b>27th March</b>

## **AN INTRODUCTION TO THE SERIES**

The primary objective of Na Dódaí is to help build self-confidence and self-expression within a three to five year old target audience through the medium of Ulster Irish.

'Na Dódaí' is ultimately child-centred and mirrors the objectives of the naíscóil itself: to help the child develop in every way and to use the Irish language as its means of communication.

Across ten programmes 'Na Dódaí' celebrates the ordinary in children's lives in extraordinary ways and provides an enjoyable, interactive learning experience.

Each programme focuses on key words, phrases and concepts and embraces all aspects of the enriched curriculum through song, stories, play and physical expression. These are reinforced and built upon progressively within each programme and across the series.

Working across a range of different activities, emphasis is placed on the key learning areas identified by the curriculum at Foundation Stage, namely:

- **Language development**
- **Numeracy**
- **The world around us**
- **Personal development and movement**
- **The Arts**

This is a magical, immersive world for young learners, in which the Ulster Irish they hear every day is the language Na Dódaí use when they play, sing and speak to one another.

'Na Dódaí' mirrors the successful naíscóil experience - helping its target audience to progress from passive comprehension, through receptiveness to confident self-expression.

**PROGRAMME INFORMATION**

Na Dódaí say 'hello', and our four characters tell us about themselves.

First, we meet Nora, the oldest sister who loves to read stories every day.

Next we meet the twins, Ruairí and Róise who are great friends and never fight! Ruairí is a good dancer, and his twin sister loves to sing.

Then we meet Naoise, the youngest member of the household, and he loves just about everything.

'Na Dódaí' collectively invite the child at home to come and play with them, setting the tone for the whole series – this is all about fun.

They play 'hide and seek' and 'blind man's buff' before Naoise hears a magical sound – then their special bubble machine appears, and one magical bubble allows 'na Dódaí' to see children interacting through Irish in the real world.

We meet a number of different children who all attend Naíscoil Naomh Breandeán on Shaw's road in Belfast. The children say hello, good morning, tell us their names – we see them at play in the classroom, before they say goodbye.

Back in their own world, Na Dódaí make colourful animal masks, before they sing a special song about farm animals.

Nóra tells them a story about Lucy and her friends at the farm. Afterwards, they dance together as they sing 'baa baa black sheep.'

After the song, Nora paints a picture of Lucy and the little lamb from the story. Trying to help her, Naoise accidentally tears her drawing and Nora is cross with her younger brother. The twins tease him, and refuse to let him play with them. Naoise is upset and confides in his teddy.

When Nora realises what has happened, she and the twins apologise to Naoise and he forgives them.

Then it is time for Nora and her sister and brothers to say goodbye, which is something they love to do. All Naoise's worries are forgotten as they say goodbye to their friends at home.

## LEARNING OUTCOMES

- **Language development**

This first programme highlights simple phrases which children use everyday – both at home and school – when greeting others, introducing themselves and saying their own names, playing and saying goodbye.

Key phrases which will be common to each programme – when 'Na Dódaí' say hello, when the magic bubbles appear, when it is time for a story, when it is time to say goodbye - are all featured for the first time.

Key phrases and new vocabulary are repeated in an entertaining way. Standardised pronunciation is observed throughout, so as to avoid confusion. Non verbal clues are used by all characters to reinforce meaning, and dialogue is clearly enunciated.

- **Personal development and movement**

Na Dódaí are a recognisable family unit – Nora the eldest demonstrates leadership, caring for others, and a sense of independence.

The twins, although individuals, also represent a close, smaller group within a larger social situation – they side with one another when trouble erupts.

Naoise, as the youngest, is constantly trying to model his behaviour on that of his siblings. This creates tension, and Naoise is very upset when the others exclude him from their play. We see their disagreements from all three viewpoints, Nora's, the twins' and Naoise's and follow the drama to its eventual positive resolution.

'Na Dódaí' dance – both together and individually.

We see them glueing and sticking materials when they make masks, which reinforces motor skills, and encourages hand to eye co-ordination

- **The Arts**

Attractive rhythms and some familiar melodies are used extensively in this programme. New vocabulary is introduced through music in an appealing way, while existing vocabulary is reinforced. Na Dódaí love to dance and sing, and even basic movement such as running and jumping is highlighted by musical cues.

'Na Dódaí' make colourful animal masks, before playing a guessing game where each one takes on the characteristics of the animal mask they are wearing.

Children see how much 'Na Dódaí' love stories - this positively reinforces the act of reading and interacting with a story. Nora's delivery of a dramatic narrative is reinforced by non-verbal clues and bright, colourful illustrations, which help bring the characters to life.

Using clothes from their dressing up box, 'Na Dódaí' act out different roles.

- **Numeracy**

Basic numeracy is reinforced as 'Na Dódaí' count to three - both at the beginning of the programme and when they play hide and seek.

At storytime, a further number is introduced – Síle Sicín can count up to four.

- **The world around us**

Through the bubble machine, we see that there is a world outside of their own, which 'Na Dódaí' view with wonder and excitement.

In the mask making, songs and dances, and the storytime section, we learn about different animals and the things they do.

When 'Na Dódaí' play 'dressing-up', Róise pretends to be a doctor – viewers are introduced to a stethoscope when Naoise borrows it to listen to the others' various heartbeats.

## SUGGESTED ACTIVITIES

### 1. Who is your favourite Dóda

Children choose which of the characters they like the best. They then make a picture of their chosen character using a variety of materials.

Individual costumes are colour coded, and will not change from programme to programme. This is a good opportunity to introduce new vocabulary.

Encourage the children to look at them closely and identify specific characteristics – for example Na Dódaí only have three fingers - children can compare their own fingers, and then count them.

### 2. Perform your own rap

Based on 'Na Dódaí's' opening number, the teacher works with children in two groups.

The first group provides a rhythm by clapping, using percussion instruments and their voices to make rhythmic sounds while the children from the second group introduce themselves by name. Then the groups change round.

### 3. Which animal am I?

Using shapes made from cardboard, fabric as well as glitter, paper and paint, children make masks that are stuck to lollypop sticks, which they can then hold over their faces.

They can make the same masks as 'Na Dódaí' or introduce new animals – a rabbit, a fox, an elephant, a monkey. If animal masks are used, they can use them as props to sing along with 'Na Dódaí' as they sing the animals' song.

### 4. Paint an animal picture

Using either paint or a selection of craft materials, children make pictures of the different animals referred to in the programme.

### 5. Role play

Children act out the different characters in the story – perhaps using masks they have made – while the teacher or an older child reads from the text to provide the narrative.

Using the programme as their template, children act out the 'fight' between Naoise and the others.

#### 6. Classroom discussion

Children talk about what happened between Naoise and his brother and sisters – do they have younger brothers or sisters? Or is anyone the youngest member of their family?

#### 7. Make a 'bubble machine'

Using a card board box for the body, cardboard circles for wheels, kitchen towel tubes for a funnel – make a giant bubble machine. The 'bubbles' might be a photo of each child in the class, attached by wire or pipe cleaner, or each person could bring in a photo of a member of their family which are then attached to the 'bubble machine' in the same way.

Alternatively, children could draw a picture of themselves, of their best friend, their family etc..

# Story 1

## – Irish version

Lá fuar atá ann. Tá an ghaoth ag séideadh.  
Ach ba mhaith le Lúsaí súgradh.  
"Fan, a Lúsaí, fan," arsa Mamaí.  
"Cuir ort do chóta agus do hata."  
"Cad é sin?" arsa Lúsaí.

Éist!  
"Cluc, cluc, cluc, cluc  
A h-aon, a dó, a trí, a ceathair."

Síle Sicín atá ann.  
Cluc! Cluc! Cluc!

"Dia duit a Shíle!" arsa Lúsaí.  
"Ar mhaith leat súgradh liom?"

"Ní thig liom, a Lúsaí. Tá mé róghnóthach."  
"Á, maith go leor," arsa Lúsaí go brónach.  
Ááá! Anois, déanaigí aghaidh bhrónach!

Éistígí? Cad é sin?  
Micilín Muc atá ann, agus tá sé ag ithe, mar is gnách.

"Dia duit a Mhicilín. Ar mhaith leat súgradh liom?"  
"Ní thig liom, a Lúsaí. Tá mé ró-ocrach."  
"Á, maith go leor," arsa Lúsaí go brónach.  
Ááá! Lúsaí bhocht..

Cad é sin?  
Bernie Bó atá ann! Éistígí léi!  
Múúú!

"Dia duit, a Bhernie," arsa Lúsaí.  
"Ar mhaith leat súgradh liom?"  
"Ní thig liom a Lúsaí, tá mé rófhuar."  
"Á, maith go leor," arsa Lúsaí.  
Ááá! Lúsaí bhocht..  
Éistígí? Cad é sin?





"A Lúúúúúúsaí! A Lúúúúúúsaí!  
Cá bhfuil tú?"

Báá báá a chaora!  
Cuir scairt ar Lúsaí leis!

"A Lúúúúúúsaí! A Lúúúúúúsaí!  
Cá bhfuil tú?"

"Dia duit, a Lúsaí. Ar mhaith  
leat súgradh liom?" arsa an  
chaora.

"Nach bhfuil tú róghnóthach?"

"Níl mé róghnóthach."

"Nach bhfuil tú ró-ocrach?"

"Níl mé ró-ocrach."

"Nach bhfuil tú rófhuar?"

"Níl mé fuar! Amharc ar mo  
chóta deas!

Goitse liom ag súgradh!"

"Ar dóigh!" arsa Lúsaí.

Anois, tá Lúsaí sona sásta!



# Story 1

## - English version

It is a cold day. The wind is blowing. But Lúsaí wants to play.

"Wait Lúsaí, wait!" says mammy, "put on your coat, and your hat."

"What's that?" says Lúsaí. "Listen!"

"Cluck, cluck, cluck, cluck, one, two, three, four"  
It's Sile Sicín!

Listen! Cluck, cluck, cluck!

"Hello, Sile" says Lúsaí, "want to play?"

"I can't Lúsaí, I'm too busy".

"Oh, all right" says Lúsaí, sadly.

Aw, poor Lusaí - now you show me a sad face...

Listen? What's that?

It's Micilín Muc – and he is eating, as usual – listen to Micilín Muc!

"Hello, Micilín Muc", says Lúsaí – "want to play?"

"I can't Lúsaí, I'm too hungry"

"Oh, all right" says Lúsaí, sadly.

Listen? What's that?

It's Bernie Bo! Listen to her! Mooooo!

"Hello, Bernie Bo," says Lúsaí – "want to play?"

"I can't Lúsaí, I'm too cold"

"Oh, all right" says Lúsaí, sadly.

Listen? What's that?

"Where aaaaare you?"

It's Baa baa black sheep!

Help him call Lúsaí.

"Lúúúúúúúsaí! Lúúúúúúsaí!, where are you?"

Black sheep says "Hello Lúsaí, want to play?"





"You're not too busy?"  
" I'm not too busy,"  
"You're not too hungry?"  
" I'm not too hungry..."  
"You're not too cold?"  
"I'm not cold! Look at my lovely  
coat! Come on, let's play."  
"Great" says Lucy!

And now Lucy is very happy!

