

# Togail 1

## TEACHERS' HANDBOOK

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Pont

### **Explanatory note**

These notes are a version of the teachers' notes produced by Pont Books to accompany an English/Welsh version of these materials. In order to ensure that resources available for pupil materials are maximised, Stòrlann Nàiseanta na Gàidhlig does not routinely undertake translation of accompanying materials specifically aimed at teaching staff as opposed to pupils. Localisations in this instance have been limited to substitutions where text and/or other detail differs between Gaelic and English/Welsh texts.

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## Introduction

Welcome to *Togail 1*, one of a series of investigation packs for Early Years. The packs support Knowledge and Understanding of the World and are based on the original characters and settings in *Catriona air Chuairt* by Viv Sayer and Suzanne Carpenter. Although the packs are entirely freestanding, the following background information will be useful for teachers and teaching assistants.



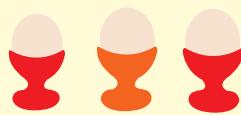
The central characters are Catriona, an inquisitive young cat, and her neighbours, friends and local community. Catriona lives in Sràid a' Chnuic, ten houses which differ in design, height, width, colour and shape. The neighbours are individuals too: young and old, male and female, they have different jobs and come from different cultural backgrounds.



1. 'An Acarsaid' is where Catriona lives with Dòmhnull, Mam and Dad. Dad is a fisherman who also takes tourists on boat trips. Mam is a teacher.



2. 'Darach' is the house of Seònaid NicGriogair, in which she lives with her husband, her son Pàdraig and her baby daughter Laura.



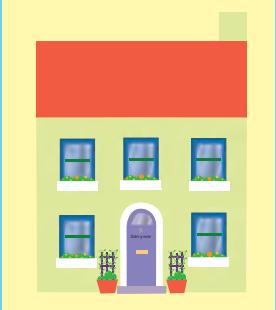
3. 'Sealladh na Tràghad' is a bed-and-breakfast business run by Maighstir Moireasdan.



4. ‘An Cala’ is the house Dr Anna Patel shares with her husband and children, Sunita and Sandeep. She is expecting twins and will shortly be moving (see pack 2).



5. ‘Ceòl na Mara’ is where Ruairidh agus Raonaid live – Seònaid NicGriogair’s parents (this is not articulated to allow for discussion) and Pàdraig’s grandparents. Ruairidh is a keen cook and Raonaid an enthusiastic gardener. They try to be as self-sufficient as possible.



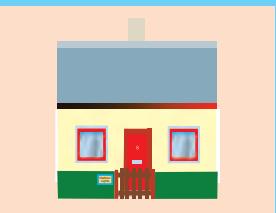
6. ‘An Seann Mhansa’ is shared by Aonghas Iain, his wife Jenny and his daughters Ealasaid and Fiona. Aonghas Iain is a builder working on a new housing estate in the village. While he is very good at building homes for other people, there are a few projects awaiting attention in his own house!



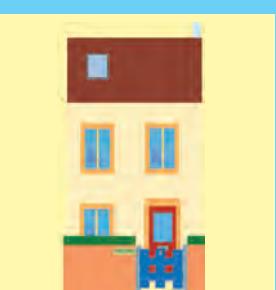
7. ‘Casa Mia’ is Signora Sidoli, the baker’s, house and shop.



8. ‘Taigh an Leathaid’ is Anna Mhurchaidh, the lady minister’s house.



9. ‘Fasgadh’ is where Alasdair Mòr the fireman and keep-fit enthusiast lives. Some day, he and Anna Mhurchaidh are going to get married.



10. ‘Ceann a’ Bhàigh’ is Anndra the vet’s home and surgery.

The resources and tasks in *Togail 1* are all targeted at the less experienced levels in the Early Years. For each resource and task, there is detailed guidance in these notes.



## RESOURCE 1: SPÒRS LE SGUDAL

**Learning Outcomes: children should make progress in their ability to:**

- ✓ sequence events in a story.
- ✓ develop an awareness of, and be able to distinguish between, made and natural materials.

### Before reading

Draw attention to the story title and the cover picture.



- Ask the children to describe what they can see in the Peutan family's back garden. What kinds of things might Mgr Peutan have kept in the wooden shed? What might have been kept inside the stone 'building'? The children might recognise this as a pigsty. Talk about why it is not in use anymore.

- What kinds of things do we expect to find in a skip? Is everything going to be rubbish or might there be some useful things as well? Where might the items in the skip be taken? Talk about recycling facilities in the local area. Have the children visited an amenity site with recycling facilities?

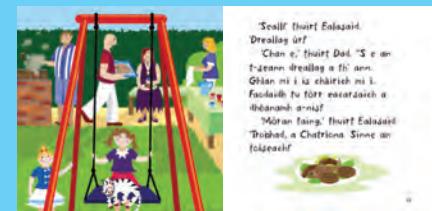
- Talk about Ealasaid's 'accident'. How does it feel to get a splinter in your finger? This may be one of the occasions when first-hand experience is NOT required. Have different kinds of wood and stone at hand to examine. Make sure that the children take great care. Look at a piece of wood with a hand lens to see the wood fibres. Talk about rough textures and smooth. Why would Ealasaid be less likely to hurt herself with the stones from the pigsty? Emphasise the importance of safe working at all times.

- Ask the children to notice all the materials and equipment Dad and Ealasaid are using to build the barbecue. What is Ealasaid doing? What is cement made of? (Powdered clinker made from a mixture of chalk and clay.) Why is Dad using bricks? Connect the materials he is using with the heat which will be generated by the barbecue. What materials wouldn't be suitable? Talk about the way that the bricks are being laid. What would happen if the bricks were stacked on top of each other in a column? Experiment with foam or plastic bricks. (Authentic-looking house bricks are available from educational resource suppliers.) If possible, invite a bricklayer to demonstrate how he or she goes about building a wall so that the children can have hands-on experience of mixing cement and laying bricks. Both bricks and cement are 'made' materials even though they come from natural sources.



Chuidich Ealasaid Dad a' meadachadh daimeant agus a' fogair bláthach le breigseach. Bith aro deiseil ar mhearsach, thuirt Dad. Ma bionn latha grinnach ann, bíodh barbecue againn. S éada gur tig na nabbaidítean.

- Talk about Ealasaid's surprise at the barbecue. Why does she think it is a new swing? What has happened really? Talk about the importance of reusing things if they are in good condition. Emphasise the importance of making sure that they are safe to use. What else might Dad have had to do to make the swing safe? Talk about playing fairly. Will Catriona understand that it's Ealasaid's turn on the swing? This is an opportunity to talk about the importance of treating animals (and humans, of course) with kindness and consideration.



Seallf thuirt Ealasaid. Dreasas a' Chan e, thuirt Dad. "S e an t-eann dreling a fhéarn. Ghian mi i is chàirist mi L. Faoiadtu fórt roardach a libhamainc ann! Mòran faing! Thuirt Ealasaid Tríobhad, a Chatriona. Sinean an tolseach!

- Discuss the causal sequence of events in the story and similar sequences in everyday life, e.g. a swing must be thrown away before Dad is able to rescue it from the skip; the rubble from the yard must be cleared before work can start on the new barbecue.



## RESOURCE 2: A MAP OF CATRIONA'S VILLAGE

**Learning Outcomes: children should make progress in their ability to:**

- ✓ learn about distance and how to follow directions and routes.

The map offers opportunities to explore Catriona's favourite places and routes around the village. It also offers opportunities for map making in the children's local environment.

- Can the children find Catriona's house in Sràid a' Chnuic, the row of 10 houses by the water's edge? It's 'An Acarsaid', the first house in the row. If Catriona wants to visit Ealasaid, she turns left outside her front door and walks along to the pink house, An Seann Mhansa. Which number house is An Seann Mhansa?
- If Catriona turns right outside her front door and walks to the end of Sràid a' Chnuic, she will reach the main road, Sràid a' Bhaile (Village Road). (Use post-it stickers to label and discuss the road names.) If she keeps on walking, she will get to a row of shops. How are they different from the supermarket around the corner? Sometimes shops are specially built; sometimes they are houses which have been turned into shops.
- Instead of going home, Catriona walks back past the row of shops and up the hill towards the new housing estate. On her right is the turning for the church. This is where Anna Mhurchaidh (who lives at 8 Sràid a' Chnuic) is the minister. Further up the hill (but not on the map) is the chapel where Ealasaid goes to Sunday School. Dr Patel and her family sometimes drive to the Hindu temple in the nearest town. Where else might people go for special celebrations?
- Mgr Peutan is building new houses further up the hill. Catriona is very interested and sometimes hitches a ride in Mgr Peutan's truck. She wonders if she will find some new friends when the houses are finished. What machinery can the children see? Which house is going to be finished first? Which houses are going to be finished last? Along the road there are special bumps. What are they for? Where else on the map can children see speed bumps like these?
- Catriona's friend Alasdair Mòr works at the fire station, opposite the new housing estate. Catriona can walk to it, so long as she is careful crossing the road. Vehicles – including the fire engine – can only get in and out through the fire-station car park off HEOL DREACH and HEOL Y PENTREF.



Darach Road. After visiting the fire station, Catriona leaves via the car park, turns left down the hill, then crosses right into School Road. Opposite the school is a small sheltered-housing development. Catriona likes visiting this part of the village because she has lots of friends here. What kind of person would live in the sheltered houses? Why is traffic calming especially important in School Road?

- At the end of School Road is the junction with Sràid na Muilne. If cars turn right at the junction and then left into Sràid na Drochaid, they reach the entrance to the cheese factory. This is Catriona's third favourite place, after her home and the harbour. The cheese factory is modern, but it stands on the site of an old woollen mill. Sràid na Muilne means Mill Road in English. Can the children guess why the mill was built next to a fast-flowing stream?
- Sràid na Drochaid is the Gaelic name for Bridge Road. How did it get its name? Off this road is the back entrance to the supermarket. Who uses this entrance? What can the children see at the end of the lorry park? These are the recycling bins for the village, although there is a bigger range of recycling facilities not far away in the nearest town.
- Sometimes Catriona takes a shortcut from the cheese factory. She crosses the road and goes through the supermarket car park down to Sràid a' Chala. Here she crosses the main road by the bridge to get to the jetty (just off the map) where she knows that the fishing boats will be landing their catch for the day.
- Catriona plans different routes on different days. The children will enjoy deciding where she goes and why. Encourage them to use the language of direction in describing Catriona's route.
- Catriona's map shows all the special places close to her home. What are the children's special places? Create a large-scale map of the local area and use photographs to log how far away from the school everybody lives. Remember to include traffic calming and safety features such as traffic lights or pedestrian crossings.
- What do the children know about making maps? They could make them either 2-dimensionally on paper or 3-dimensionally, using objects. Take photos from above of 3-dimensional objects to develop awareness of how a more sophisticated map presents an overhead image. Use the sand tray to make imprints of objects. Can the children match the object with its imprint? Similar activities can be conducted by projecting 2-D images of 3-D objects, using an overhead projector or a shadow screen made from tracing or tissue paper.



## RESOURCE 3: BUILDING DISCUSSION CARDS

**Learning Outcomes: children should make progress in their ability to:**

- ✓ identify natural features ... and the human features ... *of their own locality*.
- ✓ learn about how and why people and places are linked, e.g. *where they work and where they go on holiday, where family and friends live*.

The 8 cards show a variety of places similar to, but not the same as, places in Catriona's village. The cards may be used to stimulate discussion about features of the children's local area.



### Card 1. Homes

Homes come in all shapes and sizes and materials. At the top you can see a modern detached house standing on its own. Next to it there is a pair of semi-detached houses built more than 60 years ago. The Victorian terraced houses underneath are even older. Older still is the mill cottage next to them. Behind the cottage (out of the picture) is a fast-flowing river which used to turn the waterwheel belonging to the mill.

### Card 2. Shops and Flats

These shops have been built on the slope of a steep hill. If you look above street level, you can see that the upper floors are used for living accommodation. Big old houses like these are often divided up into flats. When the houses were first built, families were much bigger than they are today. Modern flats are often purpose-built with lifts and balconies. Sometimes blocks of flats are very tall with many different floors.

### Card 3. A Togail Site

This photograph shows a busy building site. Can you see the foreman standing on the ground? He is wearing a hard hat and a high-visibility jacket. Are all the builders wearing safety clothing? Some of them are working above the ground. Concrete blocks are being lifted to the top floor by a machine called a telescopic handler. Can you see the stack of bricks waiting to be used? They arrived at the site on wooden trays called pallets. These will be collected and used again. You can see them next to the pile of rubble on the left of the photograph.



#### **Card 4. Offices and Workplaces**

This is the office for a waste recycling company. When people want to get rid of house or garden rubbish, they ring the office to order a skip. When the truck driver delivers the skip, it is empty. When he collects it again, it is full of waste: metal, wood, cardboard, plastic, rubble and glass. Can you see Mairead checking the skip as it is tipped out? Waste is sorted and processed in the shed behind her.



#### **Card 5. Garage**

This kind of garage is called a petrol or a filling station. It is where drivers come to fill up their vehicles with petrol or diesel. The fuel is stored in big tanks underneath the concrete forecourt near the pumps. Sometimes you can see tankers delivering the fuel. Many petrol stations have a shop selling snacks and groceries. This garage has jet-wash equipment so that people can wash their cars; some larger garages have an automatic car wash.



#### **Card 6. The Harbour and Hotel**

At the top of the picture, you can see a modern harbour with lots of boats. Can you see the child watching a pleasure boat as it gets ready to go out to sea? At the bottom of the picture, on the other side of the harbour, you can see a big hotel. It used to be the harbourmaster's office. Can you see the quay in front of it where the fishing boats still land their catch?



#### **Card 7. Two Lifeboat Stations**

At the top you can see the old lifeboat station with the slipway running down into the sea. Below you can see inside the new lifeboat station. Can you see the lifeboat? Sometimes people get into difficulties at sea. They send out a distress call or they are spotted by the coastguard. Teams of volunteers leave whatever they are doing and hurry to the rescue. Because of the bravery of lifeboat crews, many hundreds of lives are saved each year.



#### **Card 8. Churches and Chapels**

At the top of the picture is a village church by the sea. It is very old. Can you see the statue of the lifeboatman? He took part in a famous sea rescue many years ago. The second photograph shows a chapel, and the building next door to it where Sunday School is held.



## RESOURCE 4: CD-ROM ACTIVITIES



### Starting the Disk

- Put the CD-ROM into the CD drive of your PC.
- Click on My Computer.
- Click on *Togail 1* and then the Fàilte icon.
- The title page will open automatically. The program moves automatically from the title screen to Ealasaid's instructions. If you don't want to hear her instructions, click in the centre of the screen to move straight to the next page (which offers the full menu).
- Click on Catriona's paws to move from page to page in the story.
- Click on Catriona's face to hear the story read aloud.
- Click on the skip to play the games.
- Click on Ealasaid for help at any time.
- Click on the door to exit the program.

To escape from the program at any time, press Escape.

### Learning Outcomes: children should make progress in their ability to:

- ✓ find and develop information and ideas.

### Togail a house.

Can the children build a house from the range of 2-D shapes? How many different buildings can they make?

### Togail a wall.

Can the children build a wall from the pile of bricks? They need to make sure that every brick is in a suitable place.

### Skips unlimited.

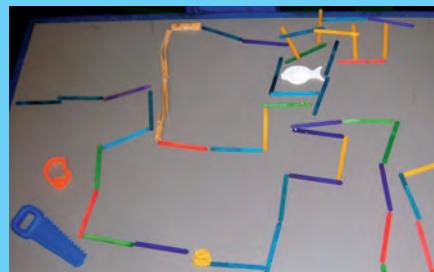
Listen to Mairead as she talks about her work to Mgr Peutan. What questions would the children like to ask? Perhaps they would like to set up their own recycling business in the classroom.

### Recycling materials.

Can the children sort the waste materials into the correct skip?

## ADDITIONAL TEACHING AND LEARNING IDEAS

1. Go for an observational walk in the area around the school, planning a route which offers a variety of different features. The children will enjoy using digital cameras. Draw attention to the natural as well as the built environment. Notice any Togail work which may be taking place, both new-build and renovation.  
**(Using and becoming familiar with common words and phrases for their world.)**
  
2. Use the resulting collection of digital images to remind the children of their observational walk and help them to recreate it in their mind's eye. Create a large floor 'map' by placing images in relation to each other. Encourage the children to make their own route map by using their own drawings or objects.  
**(Exploring and experimenting.)**
  
3. Remind the children of any building activity they saw on the walk and find out what they already know and would like to find out about builders or building. Fans of *Bob the Builder*, children who have recently moved house or who have mums or dads involved in the building industry will be particularly helpful! Use their ideas to generate questions which can be investigated.  
**(Identifying what they want to find out and how to do it.)**
  
4. Invite a local builder to come in and talk to the children about how a building project develops and about the different people who will be involved in it. In the appendix there is information for teachers about how a modern house is built. Use the visit to find out about the different skills and trades needed for building.  
**(Thinking about questions and then asking them and listening to the answers.)**
  
5. If possible, arrange a visit to a builders' yard, even if this means looking on from a distance. Builders are understandably cautious about visitors and very aware of safety issues. Ask the children what they can see, and encourage them to take photographs to help them create a builders' yard in the outdoor play area.  
**(Listening to others' ideas.)**
  
6. Discuss with the children what they need to put in their builders' yard and provide child-appropriate tools and materials, such as wood of different sizes, sand, 'bricks', 'scaffolding', plus trowels, pliers, wrenches, screwdrivers, saws, drills, and hammers. Make a list of building 'projects' with the children and provide clipboards with laminated sheets so that they can draw the materials and steps they will need for their particular building job.  
**(Exploring and experimenting.)**



7. Use Mgr Peutan's barbecue project in *Spòrs le Sgudal* as a model for creating a job list. What materials will he need? Before beginning to build, Mgr Peutan will have to clear an old shed and pigsty. What else will he need to do?  
**(Thinking about what might happen if ...)**
8. Visit an open-air museum and talk about how old buildings can be dismantled and reconstructed. Talk about new and old houses, including similarities and differences in materials and construction methods.  
**(Making comparisons and identifying similarities and differences.)**
9. Build a wall with different shapes and sizes of blocks in the outside area, experimenting with different patterns to see what works and what doesn't. Cement of different strengths can be made by mixing sand with washing-up liquid in different proportions.  
**(Exploring and experimenting.)**
10. Provide appropriate materials and equipment in the indoor construction area, for example construction toys of various kinds, clipboards and hard hats. Provide stimulus material nearby such as plans, books and photographs.  
**(Exploring and experimenting.)**
11. Use modelling materials such as play dough, Fimo or 'magic' sand (Deltasand) for children to create building blocks of their own design. Experiment with different shapes and sizes and note which work best for which kind of building. Refer back to the story where the pigsty in the back garden was made of smooth rounded pebble shapes.  
**(Exploring and experimenting.)**
12. Take a walk around the school to look at common construction materials, such as brick, stone, plastic, wood, slate and concrete. Make a collection of materials in the Investigation Area in order to investigate their properties: strength, hardness, bendiness (flexibility), warmth and water resistance.  
**(Making observations and measurements and keeping records.)**
13. Ask the children to draw a picture of (or draw plans for) the house they would like to live in, and to list the materials they think they would need to build it.  
**(Thinking creatively and imaginatively.)**
14. Examine an architect's plan and create plans for building houses out of found materials. Supermarkets are usually willing to provide strong, large-sized cardboard boxes, some of which are suitable for creating houses large enough for children to play in. Let the children decide how to decorate their house in order to suggest the materials from which it was 'built', for example brick or stone for the walls; slate, tiles or thatch for the roof.  
**(Thinking creatively and imaginatively.)**



# Appendix

## BACKGROUND INFORMATION

### Building a House

First of all an architect designs the house and draws a plan which shows the layout of the rooms and important features such as the staircase if there is more than one storey.

Building a house takes a lot of time and effort and usually only the main builder is involved from start to finish. He or she is called the contractor. The contractor organises all the work and makes sure that everything is completed on time and for the right amount of money. The other workers are called sub-contractors and only get involved when their particular skills are needed.

The first people on the site make it ready for the footings to be dug for the foundations. They have to make sure the site is clear and even. To do this they might need a digger or a JCB.

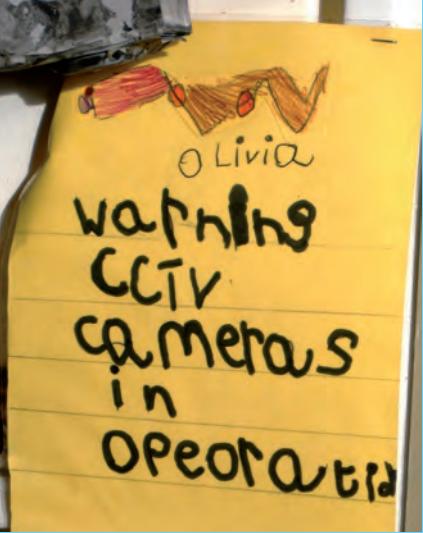
First the workers dig a trench wherever there is going to be an outside wall and for those inside walls which are going to carry any significant weight. These are called load-bearing walls. (Trenches are also dug so that the house can be connected to the public drainage system.) The building starts below the ground as concrete is poured into the 'wall' trenches. On top of these, a double skin of concrete blocks is laid to build the walls up to ground level. A special waterproof sheeting is used before concrete is laid for the floor. This is what is called the damp course. It stops moisture rising up into the house from below the ground. Before the concrete for the floor sets, drainage pipes and special tubes (or conduits) for electrical cables must be laid.

Alternatively, instead of laying concrete for the floor, the builder decides to make a crawl space underneath the house. A low wall of blocks and brick is built on top of the solid trench. Then wood is laid on top to make a frame for the floor. The frame looks a little bit like a shallow wooden box with beams running across it. The middle beam is supported underneath by a line of brick posts. A crawl space means that all the drains and pipework can be laid in the hollow area under the floor.

Whatever kind of foundation has been laid, the next step is to put the walls in place. The outside walls are either made from a double 'skin' of blocks and bricks (with a space called a cavity in between) or they are built from a timber frame and panels, covered with stone or brick or wood. As the walls are being built, the builder must leave spaces for the doors and windows. Above each opening there is extra reinforcement so that the walls will be strong enough to support the roof. In a brick-built house this is likely to be a concrete bar or lintel. As the house gets taller, scaffolding is put up to make sure that the builders can work safely.

When the walls are built, including the triangular gable ends which give the roof its shape, it is time to put the roof in place. It is usually constructed from huge ready-made wooden triangles called trusses. These are placed on top of the walls and tied to them with small metal plates. The trusses at the gable ends of the house (the gable trusses) are especially strong.





Inside the house it is now starting to look more enclosed. Plastic sheeting is stapled to the inside of all door and window openings in the walls, and windows are fixed in place.

Tar paper (or roofing felt) is used to cover the roof beams. Tiles or shingles are then laid on top, extending further than the edge of the roof so that rain falls to the ground. Along the peak of each roof there is a row of protective ridge tiles.

Inside the house the plumber lays all the pipes so that clean water can be brought into the kitchen, bathrooms and toilets, and so that dirty water can be taken out of the house to an outside sewer pipe. The electricians put in individual boxes for all the lights and switches. They run wires from the main fuse box to each individual box and in between the individual boxes.



Under the roof trusses a thick layer of insulation (often fibreglass or rockwool) is packed. Inside the house, plasterboard is used to build the inside walls. In a timber-framed house this is nailed directly to the wooden timbers.

Next the heating system is put in. The electricians come back to put in the light fittings and switches. Kitchen fitters come in to install the kitchen cabinets and the plumber puts in sinks, toilets and taps and also the boiler and radiators for the central heating. Next the house is linked up to the mains water supply so that clean water comes into the house. The drains are connected to the mains sewer so that dirty water can be taken away. The house is linked up to mains gas and electricity.



Once the cabinets are in, the inside doors are installed, together with the surrounding wooden fittings, such as sills and mouldings. The skirting boards are put in at the same time. The inside woodwork can now be painted. The walls may be plastered then painted or papered. Once the painting has been finished, the flooring can be laid.

Now the house is ready for its new owners.

