

DREAMTIME

Teachers' Book

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DREAMTIME

Education, adventure and fun for young infants

Program design by Simon Hosler

Teachers' Book by Bill Bonham

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Dreamtime **BBC Models B, B+, MS128 & Compact**
Age Group: Low to middle infants **(Disc Based)**

Dreamtime is an adventure package for infants.
Adventure design and program by Simon Hosler.
Children's Book by Sue Hosler and Charles Hosler.
Teachers' book by Bill Bonham.

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clubs or be made available as part of a lending library system.

Dreamtime is only intended for use on the computers indicated on the disc
label. It should not be used under emulation on any other computer.

Sherston Software
Swan Barton, Sherston, Malmesbury, Wiltshire, England,
SN16 OLH. Telephone 0666 840433. BTGold 72:MAG31653

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INTRODUCTION

In **Dreamtime**, adventures for young infants begin the moment they go to bed. There are two complete adventures, both fully compatible with the Concept Keyboard and switching devices.

In each adventure children fall asleep worrying about something they have lost. Suddenly their bedroom has changed and there, at the bottom of the children's bed, are two trees and the entrance to a cave. The creature at the entrance tells them to look in the cave and they are transported to a magical land where they have to complete simple tasks and puzzles before they find their lost treasure.

THE PACKAGE CONTENTS

In your **Dreamtime** package you should find:—

One disc. If this is a 5.25 inch disc then it is a floppy and can be turned over; **The Lost Box** is on side one of the disc and **The Lost Toy** on side two. If the disc is a 3.5 inch then it is an ADFS disc for the Compact or MS128 and you can choose The Lost Box or The Lost Toy from the disc menu.

The Children's Story Book. Read this to the children as an introduction to the adventures.

The Teachers' Book.

Work Cards

Word Sheets

A3 Concept Keyboard Overlay

A4 Concept Keyboard Overlay

The work cards, word sheets, concept keyboard overlays and the children's book may be freely copied for use with groups of children.

TEACHERS' SYNOPSIS

The Lost Box

In **The Lost Box** the children have lost a special box and go to bed trying to remember where they have put it. It's late and they are tired, but suddenly they find that two trees have grown at the bottom of their bed and between them is the entrance to a cave. On a perch in the entrance is a talking parrot who tells the children that their lost box is in the cave.

Once inside the cave they discover that it is a magic cave and they can ask for objects that may help them find their way through. In the first puzzle, a problem solving and language exercise, the children have to decide which is the most appropriate object to help them overcome a particular obstacle. A rope will help them climb down the cave, or alternatively they can ask for a bed to jump on. A spade helps them dig through to the next tunnel but a duck or a boot isn't much help when they want to get across the water. What they really need is a boat. Next they have to water the plant to make it grow so they can climb up it and out of the cave.

Once outside the cave the children have a choice of directions. Beyond the broken bridge a strange looking beast appears out of the water! Elsewhere the children find a castle but the moat is broken and they cannot enter. Here they find the bell that Bill the bull wants, but where is he? The children find Bill near a very tall tree. There on top of the tree is their special box, but how can they reach it? The tree is far too high to climb. When they give Bill the bell he rewards them with a present, a motorbike! This they can use to jump the broken moat and get into the castle. Inside they have to climb the tower, negotiating the ladder maze. At the top they meet the dinosaurs, Rex, Ank and Steg. One of these dinosaurs can help the children get their box. If they choose the right one they can climb up it and onto the tree to rescue their box. As soon as they do, everything changes and they find themselves perched on the chest of drawers in their bedroom clutching the lost box.

The Lost Toy

Another night and the children can't find a favourite toy boat. This time when the trees and cave appear a monkey is hanging from the tree. He tells the children that they will have to go into the cave again if they want to find their toy.

As in the previous adventure the children have to select the objects that will help them find their way through the magic cave but this time they can use a lift to get up the steep cliff. At the top they meet a most unfriendly looking creature but if they throw a stick the creature will chase it down a hole and the children can safely jump over. The next hole is too big for the children to jump and they have to fill it with four rocks before they can scramble on their way. Finally the children have to hold the balloons and they will slowly float up and out of the cave.

Outside the cave the children can go to the harbour where they find the pirate. They can't wake him up until they have found the frog that wants a princess. While looking for the frog they may come across the walking trees, but if they stand their ground the trees will be frightened and run away. Once they have found the frog they can return to the harbour and wake up the pirate. He knows that a princess is trapped on one of the boats in the harbour, but which one? If they can find the right boat they will have to complete the sliding puzzles before they can free the princess.

When they introduce the frog to the princess the inevitable kiss occurs, but with a surprising result. The frog however is not unhappy about this and tells the children that their lost toy boat is at the other side of the pond. The children set out across the pond to rescue the lost toy but never seem quite able to reach it. There is a loud splash as the children fall into the pond and wake up to find themselves in the bath with their boat!

USING THE SOFTWARE

Loading

Place the disc with the side required uppermost into the disc drive. Hold down the **SHIFT** key, press and release **BREAK** and then release the **SHIFT** key. This will automatically start the program.

Important Note

Dreamtime is a disc driven adventure and THE DISC MUST BE LEFT IN THE DRIVE for the whole time that the program is running.

Operation

When the title screen is shown pressing **ESCAPE** will give the **Teacher Control Menu** or pressing **SPACE BAR** will take you straight into the adventure.

Teacher Control

Dreamtime

Teacher Controls

1 Sound level
2 Input device
3 Dreamtime

Normal
Computer keyboard

Please type a number.

The current settings of sound and input device are shown after the appropriate menu option in blue.

1 Sound level

When the program is first loaded the sound level is set to 3 for normal. This can be altered to 1 for very quiet or 2 for quiet. If you want to alter the volume select option 1 on the menu and then type the volume you require. The computer will beep to show you how loud the setting is. The current setting will also change on the screen. When you are happy with the setting press **ESCAPE** to return to the menu.

2 Input Device.

The package can use a variety of input devices. When the program is first loaded the input device is set to the computer keyboard, but other options include the concept keyboard and single or double switching devices.

To change the input device select option 2 from the menu. The screen will change to show the input devices available. Select the number of the device you want the children to use. The current setting will change to show your selection. If you select a single switch you will also be asked to set the time delay. This can be a number from 1 (fast) to 5 (slow). A display on screen will show you the speed of the delay.

Press **ESCAPE** when you have set up the input device correctly and you will be returned to the menu.

3 Dreamtime

Selecting 3 on the menu takes you to the adventure.

TEACHERS' NOTES

General

Dreamtime can be used as a central theme for a topic, to complement a topic or simply as adventures in their own right.

It is very important that two or three children are allowed to tackle the adventure together as they will benefit greatly from the discussion and co-operation involved in exploring and trying to solve the problems.

Ideas for further work that could be done away from the computer are given at the end of the teachers' notes.

The adventures have been designed so that children should be able to complete each one in one sitting.

The puzzles and problems

The Lost Box

What will help?

This is a problem solving and language exercise. The children have to decide which of three objects will help them make their next move through the cave. You should encourage the children to discuss their choices with their friends and to try and explain why they would choose a certain object. Let them try the other objects too. The results are often amusing and the children can have a lot of fun trying to imagine what will happen in each case.

To get down the 'cliff' the children can choose either a rope, which they climb down, or a bed which they can jump onto. From here a rope does not help because it will not reach the top. The answer is to use a spade and dig through to the tunnel underneath. A boat helps them across the water and finally if they choose water it will make the plant grow and they can climb up and out of the cave.

The ladder maze.

This is another problem solving activity. The children simply have to make their way up and down the ladders and find their way up to the door at the top of the tower.

Let the children discuss the route between themselves and experiment. (The program will not let them fall off and 'hurt themselves', but here is an ideal opportunity to talk about the danger of climbing).

The Lost Toy

What will help?

As in **The Lost Box** this is a problem solving and language exercise. This time the children have to use a lift to get up to the top of a high cliff. When they get there, the creature in the way will chase a stick down a hole which the children can then jump over. The next hole however is too big to jump over but they can fill it with four rocks and walk over the top. The balloons will carry them out of the cave.

As before, encourage the children to discuss their choices with their friends and let them try the other objects.

The Scrolling Game

Here the children have to reconstruct the ship by scrolling the horizontal slices of the picture to get all the masts to the correct height and in the right order. Once they have successfully put the ship back together they go down into the hole where they have to put the barrels back together by scrolling the vertical slices to get them the right height and size.

This activity could lead to lots of discussion about height, size and ordering and also to work on jigsaws and sliding puzzles.

IDEAS FOR FURTHER WORK

General

The level and amount of work that can be done away from the computer will depend on which **Dreamtime** adventure you are using and the age group of the children using it.

With young infants we would envisage a lot of the work away from the computer being oral work. I.e. discussing what happened, talking about favourite treasures, dreams, adventures etc.

The Work Cards

There are 4 work cards.

Note:- All work cards can be freely copied.

Word Squares.

There is a word square for each of the adventures with five words from each adventure hidden in it. There are also some other words for the children to find if they can.

Children seem to find these word squares fascinating. Get them to use other words from the adventure to make up their own word squares for their friends.

Anagrams.

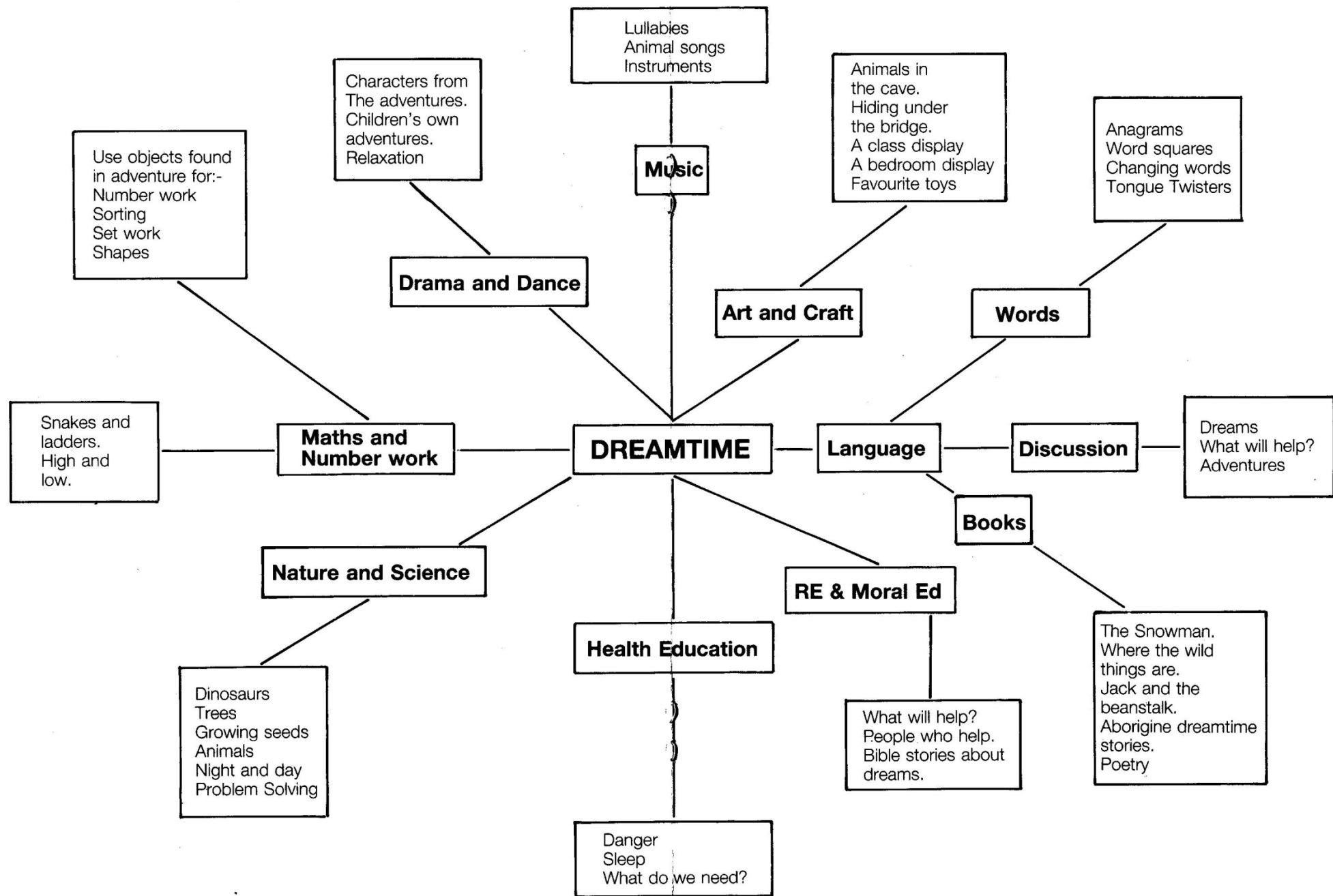
There is a set of anagrams of words from both adventures. Let the children choose other words from the word sheets provided with the package and make up their own anagram puzzles. Are there any children who can describe how they try and work out what the word is to the rest of the class?

Draw the animals you might meet in the cave.

Photocopy this worksheet and let the children draw the animals they would like to meet at the entrance to the cave. Get them to colour them in and make a class display or book of them. Talk to the children about what animals they would like to meet and what animals they wouldn't like to meet.

Draw what might be hiding in the water.

In **The Lost Box** there is a strange looking creature hiding in the water underneath the broken bridge. What else do the children think might be hiding down there? Some children might like to draw monsters, others something more friendly. Again make a class display or book out of the children's drawings and talk to the children about it.



Other Activities

A Class Display

- Get the children to talk about their dreams. Who else do they think they might meet in the cave? Where would they go and what would happen? Let them draw pictures of the characters they would like to meet and to write a sentence about it.
- What else might they lose? Let them draw pictures of the objects and where they might find them again. Add them to the class display.
- A bedroom display. Let the children design the quilt they would like to have on their bed. What would they most like to look at as they fall asleep? As they wake up?
- Let the children draw their favourite toy or possession and if they are capable write a sentence about it. Use the children's work to make a display about our favourite things. Alternatively the above work could be used to make a class book.

Language

- Words. Bill the bull has a bell. Can they find other words that they can change by using another vowel in the middle? Use the words sheets to make flash cards or games, like word dominoes where they have to match the letters at the beginning and end of words. Tongue twisters are always great fun. Let the children make up their own.

Discussion - Oral Work

- Talk to the children about dreams. Ask them about nice dreams. Tread warily with nightmares as some children might be sensitive. What other adventures might they have in their dreams?
- Can the children make up their own 'What will help? 'puzzles' for others in the class? This makes a simple drawing and language activity that most of the children should be capable of. You could provide the blank cave sheets with spaces for the words. When they have drawn and written use them as an oral activity with the rest of the class. 'What would you choose?' 'What will happen if we choose this?'
- Generally talk about the adventures. How do they think it is going to end? Were they surprised when the princess turned into a frog? What did they think was going to happen? What did they like best? What do they think really happened? Did the children really go into the cave? How did they end up on the chest of drawers or in the bath?

Books

- There are lots of books that are linked to the theme of dreams. Collect as many as you can — a list is provided at the end of this book. Make a class display of them and use them at story time.
- Can they find any books in the classroom that have something to do with the adventure. Books with dinosaurs, about bedtime etc.
- The Snowman by Raymond Briggs is a beautiful example of a dream which most children will have come across. Go through it at story time with the children looking for all those details that Raymond Briggs is so good at including. If one of the children has a copy of the video at home show it to them one day instead of a story and talk about it afterwards. 'Where the wild things are' is another very good example of a book about dreams.
- Jack and the Beanstalk. What part of **The Lost Box** is like the story of Jack and the Beanstalk? Do the adventures remind them of any other fairy stories or books they have seen or read? Talk about what sort of books they like best. What do they think makes an interesting book? An exciting book?
- Read the children some of the Aborigine dreamtime stories. Talk about myths and fables.
- Don't forget poetry. There is a marvellous selection of children's poetry these days and children love to hear it read out loud. Lots of children actually like to learn poems by heart because they like the way the words are used so much.
- Let the children make their own books about dreams. Scrap books to practise cutting and sticking, picture books perhaps with some writing. What about a big book about dinosaurs, a long thin book about snakes, etc.

Maths & Number Work

- Use objects found in the adventure for simple number work. Eg. Here are two bells, draw one more, how many now? Here are five barrels, colour three red and two blue. Draw a set of three boats, put two masts on each boat. How many masts?
- Ladders. The ladder maze can be used for lots of number work. Counting on. Adding and taking away. Eg. If you go up 5 and down 3 how many up will you be? Let the children play snakes and ladders, preferably supervised by an adult who can make sure they count on properly and don't miss any snakes!
- Use other scenes from the adventure for simple arithmetic. How many rocks do you think it will take to fill this hole?

- Use animals and objects found in the adventures for sorting and set work. Here is a set of cows, draw a set of bells for them and match them. Here are some ducks on a pond, how many will there be if another one comes along?

- Shapes. What different shapes can the children spot in the adventure? Can they find a square, a circle, a triangle? Do the rocks fill the hole properly in **The Lost Toy**? What shape would be better?

- Higher and lower. There are endless opportunities in the adventures for work on height. The caves, ladders, trees, dinosaurs etc.

Nature and Science

Dinosaurs. How big were they? When did they live? Why aren't there any alive today? The dinosaurs in **The Lost Box** are a Tyrannosaurus Rex, a Stegosaurus and an Ankylosaurus.

- Trees. Can the children recognise common trees? What shape are their leaves? Do leaf prints in art and craft. What parts of a tree can't they see? What are the different parts of a tree for? What do trees do for us? Why should we look after them?

- Animals. What animals do the children meet in the adventures? What sort of animals are they? What do they eat? Where do they usually live?

- Problem solving. Most of the puzzles in the adventure are of a problem solving type. Give the children simple problems to try and solve. For example who can make this marble take as long as possible to roll down this piece of card? The children could start by seeing what difference the steepness makes and then try putting things in the way to slow the marble down.

- Night and Day. The moon and stars. The Sun, shadows, sun dials. How big are they? What happens after dark? What animals come out at night? What do nocturnal animals do at night?

- Growing seeds. In **The Lost Box** the plant grows if the children water it. In **The Lost Toy** the plant doesn't grow. What do plants need to grow? Let the children grow some seeds and try to find out what they need by depriving some of light, water and heat.

Health Education

- Danger. What things do the children come across in the adventure that could be dangerous? The broken bridge, ladders. Why shouldn't they climb ladders? What could happen? Would they try to cross a strange pond? Why not? What would they do if a stranger asked them to find something?

- Why do we need sleep? Why do children need more sleep than adults? How do they feel if they stay up really late? What other things do our bodies need? Good food and exercise, what is good food? Do carrots really help you to see better in the dark? Why are they really good for us? Why do our bodies need exercise?

Music

- Lullabies. Teach the children some lullabies and sing them. What lullabies do they already know?

- Animal songs. Do the children know any songs that mention some of the animals found in the adventures?

- Give the children instruments and get them to make sounds like the water in the cave, Bill the bull with his bell. What would a herd of cows all with bells sound like? Can they make tired sleepy sounds, wide awake sounds?

Drama and Dance

- Get the children to pretend to be different characters from the adventures. Eg. Let them all pretend to be a dinosaur and to make themselves as big as they can, take giant footsteps or they could be Sally the Snake and slither about the floor. Can the children use the dressing up box to spur imagination?

- Relaxation. Teach the children simple relaxation techniques. Lie on the floor and close your eyes. Start with the toes. Curl them up, tighten them to the count of five and then relax them. Progress to the calf muscles, tighten them to a count of five and then relax. Repeat this procedure with the thighs, buttocks, abdomen, hands, arms, shoulders and finally the face, screwed up tight and then relaxed. Now the children should be really relaxed and remain so for a little while, perhaps listening to some music. In the first few sessions you may need to explain more fully the body parts as you name them. Relaxation is a good way to finish any drama and dance session, it calms the children down. This could help children that have difficulty getting to sleep. Suggest that they try the same exercises in bed.

- As writing their own adventures/dreams may well be too hard for the children perhaps they could act them out. Let the children relax, shut their eyes and be very quiet for a few minutes. You can help by using the relaxation exercises with them. Get them to imagine a dream. What adventures have they had?

RE & Moral Education

● What will help? Talk about helping. How do the dinosaurs help to get the lost box? What does Christopher do to help Sally the snake in the story book? How can they help others? At home, in school? People who help us and look after us.

● Bible stories involving dreams. Pharaoh's dream in the story of Jacob and his multi coloured coat. Include any stories you can find from other religions.

Book List.

Althea	Desmond books	Dinosaur
Armitage, Rhonda & David	One Moonlit Night	Picture Puffin
Baker, Alan	Benjamin's dreadful dream	Deutsch
Baum, Louis	After Dark	Methuen (Magnet)
	I want to see the moon	Methuen (Magnet)
Bear, Carolyn	No time for dinosaurs	Dinosaur
Berenstain, Stan & Jan	Bears in the Night The Berenstain bears and the missing dinosaur bone	Collins Collins
Boynton, Sandra	Good night, good night	Methuen
Bradman, Tony	Night-time	Methuen
Briggs, Raymond	The Snowman	Hamish Hamilton Picture Puffin
Bruna, Dick	Good night Miffy's dream	Methuen Methuen
Campbell, Rod	Buster's bedtime My bedtime	Blackie Black
Curry, Peter	The goodnight book	Picture Lions
Duncan, Lois	Horses of dreamland	Hamish Hamilton
Foreman, Michael	Dinosaurs and all that rubbish	Picture Puffin
Gretz, Susanna	Hide and Seek I'm not sleepy Ready for bed Too dark!	A & C Black A & C Black A & C Black A & C Black

Grindley, Sally	Knock, knock who's there	Hamish Hamilton
Hague, Kathleen	Out of the nursery, into the night	Methuen
Henderson, Kathy	Fifteen ways to go to bed	Macdonald
Hill, Eric	Baby bears' bedtime	Heinemann
Hoban, Russell	Bedtime for Frances	Scholastic
Hoff, Syd	Danny and the dinosaur	Young Puffin
Hutchins, Pat	Goodnight Owl	Picture Puffins
Impey, Rose	The bedtime beast	Heinemann
Jonas, Ann	The quilt	Julia MacRae
Kerr, Judith	Mog's amazing birthday caper	Collins
Klein, Robin	Thing Thingnapped	O.U.P O.U.P
Madden, Eric & Duff, Leo	Life Story	Macdonald
McCrum, Robert	The Brontosaurus birthday cake.	Hamish Hamilton
	Brontosaurus Superstar!	Hamish Hamilton
Milburn, Constance	Dinosaurs	Picture Puffins
Mosley, Francis	The dinosaur eggs	Picture Piper
Murphy, Jill	Peace at last	Macmillan
Parish, Peggy	Dinosaur time	World's Work
Piers, Helen	Long Neck and Thunderfoot	Viking Kestrel
Rockwell, Anne	The wolf who had a wonderful dream	Hamish Hamilton
Ross, Tony	Naughty Nigel	Anderson
Russell, Naomi	The dinosaur who wouldn't get up	Methuen
Sendak, Maurice	Where the wild things are	Picture Puffin
Taylor, Jenny & Ingleby, Terry	Messy Malcolm's dream	World's Work
Troughton, Joanna	Tortoise's dream	Blackie

TROUBLE SHOOTING

Loading Problems

If the disc won't load check:-

That you have a 40 track disc for 40 track drives or a 80 track disc for 80 track drives. If your drive is switchable, is it set correctly? (Note:-40 track discs are despatched unless 80 track are specifically requested. 80 track discs are labelled 80 track.)

If you are using a Master 128, is it configured to DFS? If not type *DISC, press **RETURN** and then !BOOT the disc. Do not try to run the program using the CONVERT program provided with the Master.

Is your equipment all switched on and connected properly?

If the disc still doesn't work try it, if possible, on another computer and disc drive. (Disc drives need a service now and then.)

If you still have no luck you can either telephone for advice or simply return the disc for replacement. Please make a note of any screen messages etc. so that we can try to identify the problem.

It may be that you have a non-standard DFS which is the cause of the problem. If this is the case we will be happy to give a refund.

Back Ups

Sorry, but you won't be able to make one. The disc is protected to enable us to run our very popular approval system. Don't worry, all our discs come with a 3 year guarantee. If you want the security of a back up disc you can purchase one from Sherston Software for a small fee.

Corrupted Discs

If your disc corrupts in any way up to three years after purchase, return it together with a blank unformatted disc and we will send a replacement. If your disc is more than three years old we will replace it for a small fee.

Sherston Software

**Swan Barton, Sherston, Malmesbury, Wiltshire, England.
SN16 0LH Tel 0666-840433. BTGold 72:MAG31653**

