THE CONCEPT KIDS

Teachers' Book

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The Concept Kids

Illustrations by Sue Hosler

Story by Bill and Lou Bonham

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The **Concept Kids**

Age Group: Infants and Juniors.

The **Concept Kids** is a package including an adventure in two parts, a cartoon picture processor and a science activity.

Adventure design and program by Simon Hosler.
Additional programming by Alistair Clarke
Children's Story by Bill and Lou Bonham
Illustrations by Sue Hosler
Teachers' book by Bill Bonham.
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First published in 1989 by Sherston Software, Swan Barton, Sherston, Malmesbury, Wiltshire SN16 OLH, England. Telephone 0666 840433.

With grateful thanks to Kay Roberts and C Hosler for all their help and to Star Microterminals for the loan of equipment during the development of this package.

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INTRODUCTION

The **Concept Kids** is a package consisting of three separate but related programs suitable for the whole primary range. It has been designed to take advantage of the Concept Keyboard from **Star Microterminals** and cannot be used with a QWERTY keyboard only.

The activities and adventures contained in The **Concept Kids** have been carefully structured to make the package an ideal starting point for a whole range of other activities across the full curriculum. Used as a central theme to a topic The **Concept Kids** will provide the stimulus for a wealth of language, art and craft, drama, science and other work in the primary classroom.

Concept Kate is an adventure with a difference for top infant and lower juniors. **Concept Kate** can walk, jump, crawl, climb and do lots of other things and the children have to choose the right action from the Concept Keyboard overlay to help her find her way through the Concept Kingdom. On the way they meet various characters that they will meet again in **Concept Ken's Cartoon** and also come across some intriguing problems and puzzles which they will have to solve before they can find the elusive keyboard.

Concept Ken's Cartoon is an open ended language and art activity. Using the full colour overlay the children can compose a background for a cartoon picture and then choose from a variety of characters and objects, most of which they will have come across in the adventure. They can place these characters in any position on the background and build up their own picture to use in a class display or to illustrate a story. To finish off the cartoon the children can add their own words to the bottom of the picture using the built in word processor. Completed pictures can be printed out on Epson and compatible printers and the Integrex colour printer. Pictures and words can also be saved onto disc to complete or alter at a later date.

Concept Kate's Challenge is an open ended science/problem solving activity. By experimenting with various attributes such as amount of fuel, angle of take off and weight of the rocket children have to help **Concept**

Kim to land his rocket next to the keyboard. There are two levels to the challenge and children will have to keep careful records and refer to them in order to land the rocket successfully. Concept Kim's challenge is intended to stimulate practical science work.

THE PACKAGE CONTENTS

In your **Concept Kids** package you should find:-

Two discs. If these are 5.25 inch discs then they are flippies and can be turned over. If the disc is a 3.5 inch then it is an ADFS disc for the Compact or MS128. **Concept Kate's Adventure** is on one of the discs, **Concept Kim's Cartoon** and **Concept Ken's Challenge** are on the other.

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

The Teachers' Book.

3 A3 Concept Keyboard Overlays

3 A4 Concept Keyboard Overlays

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

You may also make working copies of **Concept Ken's cartoon,** but these will not work unless 'started' through the original disc.

Concept Kate's Adventure

TEACHERS' SYNOPSIS

Part 1

John and Sue have a computer but they are unhappy because they cannot use the QWERTY keyboard properly. They need a Concept Keyboard and **Concept Kate,** the magic robot, may be able to find one for them but only with the children's help.

In the **Concept Kingdom** the children have to select the right action on the overlay to help Kate find her way around. They start on a path outside a castle. They can't go far into the forest on the left as they need a map, but they can go into the castle on the right. Inside there are two paths. At the end of one there is something lurking in the tunnel and if the children choose to crawl in they meet **Mary the Spider** who is barring the way. Mary is very unhappy because she has no friends. All the other spiders think she looks far too angry and are frightened of her. The children are invited to try and find something to make her look more friendly

Outside the castle again they meet **Mike the Mole** by the side of the path. If they can help him with his printing game he will reward them with a ladder reaching high up into the sky. At the top of the ladder, fast asleep on a cloud, is a clown. The children have to make **Concept Kate** dance to wake him up, but they have to find some music first. In the dark room at the back of the castle the children will find a radio which will provide the music for **Concept Kate's** dance.

The clown likes the dance so much he gives Kate a present - his red nose, which is just the thing to make Mary the spider look more friendly. When she puts the nose on, the other spiders think she looks much nicer and become her new friends. Mary is so pleased that she lets **Concept Kate** past into the tunnel to look for the Concept keyboard. In the tunnel Kate falls down a hole and the only thing she can do is dig her way out. Unfortunately when she does she falls even further down the hole and discovers there is something nasty at the bottom looking very hungry! She is just about to fall into the creature's pit when part 1 of the adventure

finishes.

Part 2

Part 2 starts with Kate in real trouble. She has fallen down a deep hole and is just about to be gobbled by the creature at the bottom when she manages to flip open the trap door at the side and save herself. Crawling along the tunnel she finds the exit and the children find themselves out in the open again. The front door of the house they find is locked but Kate can get in the back way. Unfortunately she can't climb the ladder inside the house as a bit is missing.

In the garden shed Kate meets the bulbs who live in boxes next to their friends. If the children can help Kate to put the bulbs into the right boxes they will find the missing bit of the ladder at the back of the shed. Using this Kate can climb to the attic of the house where she and the children meet **Merl** the great magician. Merl has good news and bad news. The bad news is that there are no concept keyboards in the house. The good news is that he knows where the children can find one. In his powerful telescope he has found a planet covered in concept keyboards. All Kate and the children have to do is use Merl's magic paints to make a rocket to get there but they have to be careful to use exactly the right amount of each colour!

When they have finished the rocket **Concept Kate** blasts off for the distant planet. What happens there is not made clear in the adventure as it is the subject of a separate activity - **Concept Kim's Challenge.** Meanwhile back on earth **John** and **Sue** are still sad, but not for long. As they sit wondering how to get their computer to work properly Kate's rocket lands outside the house and she arrives with the concept Keyboard they both need.

USING THE SOFTWARE

Loading

BBC 5.25 inch DFS discs:
These are flippy discs and can be turned over. The **Concept Kids Disc 1**
will **!Boot** on either side. 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.

BBC 3.50 inch ADFS discs:
Place **The Concept Kids Disc 1** 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

Concept Kate 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 the **SPACE BAR** will give the
main disc menu.

```
             Concept Kid's
                Disk One
          Concept Kate's Adventure

          1 Sound level    Normal
          2 Difficulty     Normal
          3 Continue adventure
          4 Start adventure

          Please type a number.
```

The current settings of sound and difficulty level are shown after the appropriate menu option.

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 bleep 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 Difficulty level

There are **two** difficulty levels in **Concept Kate's adventure.** When the program is first loaded the difficulty level is set to **1** for **normal,** however this can be changed to **2** for **hard.** Select option **2** from the menu and then you can alter the level of difficulty by pressing **1** or **2.** When you have selected the level you require press **ESCAPE** to return to the menu.

3 Continue adventure

This option can be used to start either part of the adventure at different points. This means that children do not have to finish each part of the adventure in one sitting but can pick up the adventure from where they left off.

In part 1 of the adventure the children are asked to press ...

1 If they have helped **Mike the Mole,** or... **2** If they have helped Mike the Mole and found the radio.

In part 2 of the adventure the children are asked to press ...
1 If they have helped the **bulbs,** or ... **2** If they have helped the bulbs and taken a ladder.

4 Start adventure

This option starts the adventure at the beginning of either part 1 or part 2, depending on which side of the disc is uppermost.

Once the adventure is started the program will not accept any further inputs from the computer keyboard and you must use a concept keyboard with the overlay provided.

Concept Kim's Challenge

TEACHERS SYNOPSIS

Concept Kim's Challenge is an open ended science/problem solving activity. It is an extension of **Concept Kate's Adventure** in so much as the 'challenge' takes place on the distant planet where the **Concept Keyboards** are found.

When **Kate** lands on the planet **Concept Kim,** who presides over the planet, challenges her to land her rocket on a landing pad in a cave. If she is successful he will give her a Concept Keyboard to take back to earth. By experimenting with various attributes the children have to help Concept Kate to land her rocket safely.

There are two levels to the challenge, each with five different screens.

In level one the children have to find the correct combination of weight of the rocket, angle of take off and the amount of fuel used in the burn to land in the first cave.

In level two there are further obstacles in the cave and the children will also have to work out the time delay necessary and the amount of fuel used in a second burn to get past them safely.

The children will have to keep careful records and refer to them in order to land the rocket successfully. Each time the children attempt **Concept Kim's Challenge** three of the five screens available at each level are

chosen at random. This means that the challenge should be slightly different every time the children try it.

Concept Kim's challenge is intended to stimulate practical science work and suggestions for further work are given in the teachers' notes.

USING THE SOFTWARE

Loading

BBC 5.25 inch DFS discs:
These are flippy discs and can be turned over however **the disc will only !Boot on side 1** which contains the main disc menu. Place **The Concept Kids Disc 2 with the side 1 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.

BBC 3.50 inch ADFS discs:
Place **The Concept Kids Disc 2** 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

Concept Kim's Challenge is a disc driven program 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 the **SPACE BAR** will give the main disc menu.

Concept Kids
Disk Two

1 Concept Kim's Challenge
2 Make Cartoon Disk
3 Concept Ken's Cartoon

Please type a number.

Select 1 for **Concept Kim's Challenge.**

The title screen for **Concept Kim's Challenge** will appear and you will be asked to select which level is required. Press **1** or **2.**

Once the challenge is loaded the program will not accept any further inputs from the computer keyboard and you must use a concept keyboard with the overlay provided.

Each level of **Concept Kim's Challenge** has five different cave outlines and each time children start a challenge three are chosen at random for that particular challenge. This means that children can attempt **Concept Kim's Challenge** a number of times before they are given the same combination screens.

Level 1.

The children have to select the values they want for the weight of the rocket (without any fuel on board), the angle of take off and the amount of fuel for the initial burn. They do this simply by pressing the the boxes on the overlay. The values they have chosen will be highlighted on the screen.

When they want to try out their selection they should press '**Start Count down**'. The computer will count down from **10** to **0** and the rocket will blast off. As the children's final score is affected by the number of attempts they make before they successfully land the rocket they may want to stop a count down and change one of the values. In this case they should press the '**Abort**' button before 0 is reached.

Level 2.

This is very similar to level one except that in order to negotiate the obstacles in the cave the children will also have to choose a time delay between a first and a second burn and also the amount of fuel used in the second burn.

Concept Ken's Cartoon

TEACHER'S SYNOPSIS

Concept Ken's cartoon is a cartoon and simple word processor. Using it the children can build up their own pictures based on the adventure and add their own words before printing it out. By producing a number of cartoon pictures the children can make up their own class cartoon story using the characters and scenes from **Concept Kate's Adventure.** Pictures and words can be saved onto working copies of the cartoon disc. The completed pictures can be printed out on all Epson and compatible printers and also Integrex colour printers.

USING THE SOFTWARE

You can use the master copy of **Concept Ken's Cartoon** to preview the program, however, you will have to make working copies for general use as you will not be able to save any pictures on the master copy. Making cartoon discs is easy - you simply have to select option 2 on the **Concept Kids Disc 2** menu, however you will need some **blank formatted discs** before you do this. If you do not know how to format a disc you should consult either your disc drive or computer manual.

Loading

BBC 5.25 inch DFS discs:
These are flippy discs and can be turned over however the disc will only **!Boot** on **side 1** which contains the main disc menu. Place **The Concept Kids Disc 2** with the **side 1 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.

BBC 3.50 inch ADFS discs:
Place **The Concept Kids Disc 2** 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

Concept Ken's Cartoon is a disc driven program and **THE CARTOON DISC MUST BE LEFT IN THE DRIVE** for the whole time that the program is running. **Do not try to save pictures onto your own discs, they can ONLY be saved onto working copies of the Cartoon Disc.**

Operation

When the title screen is shown pressing the **SPACE BAR** will give the main disc menu.

```
            Concept Kids
             Disk Two


         1 Concept Kim's Challenge
         2 Make Cartoon Disk
         3 Concept Ken's Cartoon


         Please type a number.
```

You can select **3** immediately and use the master copy of **Concept Ken's Cartoon** to preview the program if you wish. However before general use you will have to make working copies of the Cartoon disc as **you will not be able to save any pictures on the master copy.** This also has the advantage that **Concept Ken's Cartoon** can be used on as many computers as you wish at one time within the purchasing establishment.

2 Make Cartoon Discs

Before you select this option you will have to have prepared a number of blank formatted discs to copy the cartoon programs onto. If you are unsure how to make blank formatted discs you should consult either your disc drive or computer manual.

You will be asked to tell the program whether you have a single or double disc drive and then you should simply follow the on screen instructions to make a cartoon disc. Don't worry you will not be able to damage the original disc.

The Cartoon discs you make will not work on their own. You will always need to use the menu on the **Concept Kids Disc 2** to start with. However by making a number of Cartoon discs you will be able to use **Concept Ken's Cartoon** on a number of computers at the same time simply by taking the **Concept Kids Disc 2** from computer to computer and then replacing it with a working Cartoon Disc.

2. Concept Ken's Cartoon

When you select this option on the menu you will be asked to place a cartoon disc in the disc drive and press the **SPACE BAR.**

For preview purposes you can use the master copy of **Concept Ken's Cartoon** but you will not be able to save any pictures you draw on it.

Having pressed the **SPACE BAR** you will be given the cartoon processor screen as below. Once **Concept Ken's Cartoon** is loaded the program will not accept any further inputs from the computer keyboard and you must use a concept keyboard with the overlay provided.
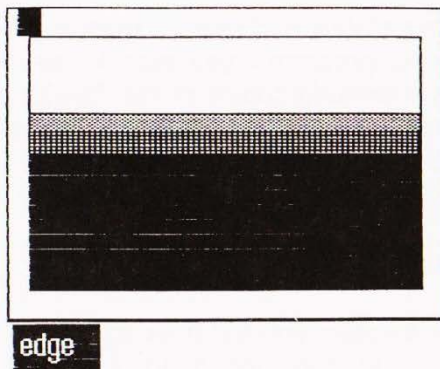
The first thing you are invited to do is design the border of the picture and **'edge'** is displayed in the blue box in the bottom left of the screen to show you that the edge function is in operation.

It is not necessary to design the border first, or even to design a border at all. You can choose any of the other functions on the overlay by simply pressing **'scene'**, **'detail'** or **'words'** on the overlay.

Concept Ken's Cartoon really is very easy to use. The easiest way to get to know the program is to play with it and see what happens. Don't worry you won't harm either the disc or the computer. The different functions are explained in detail below.

Although the picture can be designed in any order it is generally better to do the background scene first followed by the details. This simply makes the program quicker to use as there is less re-drawing involved. It is not important when the edge is designed or when the words are written.

Edge: Here you can design the border of the cartoon picture.

The cursor is shown flashing at the top left hand corner of the border and moves in a clockwise direction as edge symbols are added. Simply press the box containing the edge symbol you require and the symbol will appear on the border while the cursor will move one place clockwise. There are eight different **edge** symbols to choose from.

You can move round the border by pressing the arrow symbols on the overlay. If you want to remove an edge symbol simply press the **DELETE** box when the cursor is over it. Alternatively you can replace an edge symbol by pressing another box when the cursor is flashing over the symbol you want to replace.

When you have finished designing the border, or simply when you want to move to another function, press the box you want on the overlay.

Scene: This function allows you to compose the **'background'** to the cartoon picture.

After selecting **'scene'** on the overlay the word scene is shown in the bottom left of the screen to confirm the selection.

You can choose from any of the scenes shown on the overlay simply by pressing the box you want. If adding another feature requires the whole picture to be re-drawn a **'Please Wait'** message will appear on screen.

You can delete any feature simply by pressing the **delete box** on the overlay followed by the box containing the scene you want to delete.

Certain features will delete others as they occupy the same space on the screen. For instance you cannot choose to have a path and a river on the same side of the picture.

Detail: This allows the detail to be added to the cartoon in the form of the characters and objects shown on the overlay.

After pressing **'detail'** on the overlay the word **'detail'** is shown on screen to confirm the choice.

To add a character or object press the box you want and it will appear centrally on the screen together with the word **'Place'** at the bottom of the screen. Pressing the **Delete** box at this point will make the character or object disappear and you can then select another.

You can move the character or object about by using the **arrows** on the overlay and you can also change its size by pressing the **'big-small'** box before pressing **Enter** to place it. Pressing this box again will revert the character or object to its original size.

Characters can also change the direction they are facing by pressing one of the **'direction'** boxes shown by the pointing hands. Objects cannot change direction, if you press one of the pointing hands to try and change the direction of an object the computer will ignore it.

When the character is in the right place on the screen, is the right size and facing the right direction press the **Enter** box on the overlay to fix it in position. You can delete any character you have put on the cartoon by pressing the **delete** box followed by the box containing the character you want to delete.

Words: This option lets the children add up to three lines of text to their cartoon picture.

Press the **'words'** box on the overlay, the bottom of the screen will clear and a text cursor will appear in the text area.

The children can type their words using the letter boxes at the bottom of the overlay. To get a capital letter they have to press the **Capitals** box. To cancel capital letters press the **capitals** box again.

To correct their mistakes the children can use the arrows to go back and use the delete key to **'rub out'** letters. They can insert letters simply by moving the cursor to the correct place and pressing the appropriate letter box.

Printing, saving and loading cartoons.

When the children have finished their cartoon they can print it out and save it onto disc to do further work on it at a later date.

Press the menu box on the overlay and a menu window appears on the screen.
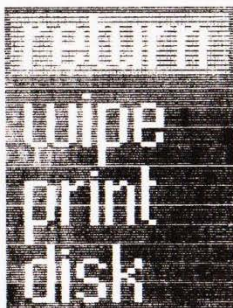
Use the up and down arrow keys to highlight the option you want and then press the **Enter** box.

Return
This takes you back to the cartoon editor where the children can alter the edge, the scene, the details or the words.
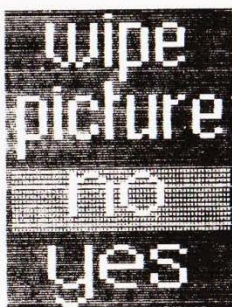
Wipe
Selecting this option will give the option of wiping the current screen clean and starting **Concept Ken's Cartoon** again with a blank cartoon screen. Just to make sure another menu appears.

The children have to select **yes** if they really do want to wipe the picture clean.

Print

Please make sure you have a printer connected and that it is switched '**on line'** before you choose this option.

When you do select **print** another menu appears. You simply have to press **Enter** if you have an **Epson** or compatible printer. Alternatively you can select the **Integrex** colour printer by using the arrow keys and pressing **Enter** when it is highlighted.

Disc

Selecting the disc option will bring up another menu on the screen

Return

Selecting this option takes you back to the cartoon editor via a menu that allows you to choose which function you would like.

Load

Load shows the names of any pictures already on the the disc and allows you to load them into **Concept Ken's Cartoon.**

You should type the name of the picture you want using the letters on the **Concept Keyboard** overlay and then press **Enter.** The picture will load and you will be returned to the main program.

If you change your mind after selecting **load** you can get out of it by pressing the **menu box** again.

Save
This option allows you to save cartoons and words onto the cartoon disc so that they can be either finished or viewed another day.

PLEASE NOTE: You can only save cartoons onto working copies of the cartoon disc and not onto the master copy of **Concept Ken's Cartoon.** Each working copy of **Concept Ken's Cartoon** disc will hold six cartoon pictures.

When you select **'save',** the names of any existing pictures on the disc will be shown on screen for reference. Type in a different name of up to 6 letters in length and press **enter.** The cartoon will be saved onto the disc and you will be returned to the main program.

If you select **save** by mistake simply press the **menu** box again.

Delete
Delete allows you to delete any cartoons on the disc that you no longer want. A list of the cartoons currently on the disc is shown and you should type the name of the picture you want to delete and press enter to confirm your choice. The picture will then be deleted from the disc and you will be returned to the main program.

If you select **delete** by mistake, don't panic. Pressing the **menu** box again will take you back to the menu.

TEACHERS' NOTES

General

While the **Concept Kids** package can be used as a separate activity in its own right, it was designed to be used as the central part of a much larger topic including a significant amount of work away from the computer.

The activities and adventure have been carefully structured to make '**The Concept Kids**' a starting point for many activities across the whole curriculum.

The flow diagram gives a good overview of the wide variety of activities that could be included in a '**Concept Kids**' topic. The ideas are given in greater detail in the teacher's notes.

We have purposely not referred specifically to the National Curriculum in this teacher's book as at the time of writing it is still very much under development in so many areas. However there are many ways in which The **Concept Kid**s can be used in conjunction with the National Curriculum and we will be producing check lists to show the various levels and attainment targets that can be achieved using The **Concept Kids** as a central theme. These will be available free of charge.

When using the **Concept Kate's Adventure** and **Concept Kim's Challenge** it is very important that two or three children are allowed to tackle the program together as they will benefit greatly from the discussion and co-operation necessary to complete either of the programs success-fully.

Concept Kate's Adventure has been designed so that children don't have to finish part 1 or part 2 in one sitting. They can use the **continue adventure** option on the menu to pick up the story from a point very close to where they left it.

Concept Kate's Adventure

The puzzles and problems

There are two levels of difficulty to **Concept Kate's Adventure.** Level one is **'normal'** and level two is **'hard'.** You can set the level you think is appropriate for the children using the program. The differences in the levels in the particular games are described below.

Mike the Mole's Game.

Mike the Mole has a printing set but he is having trouble working out the order he should use them in to create the patterns he wants.

The children have to try and copy the pattern shown on the screen by selecting the correct printing blocks in the right order. To select a block they simply have to press the appropriate box on the overlay. If they choose the wrong block then they can press **start again** at any time. Alternatively if they have selected the right blocks in the wrong order they may be able to overprint the pattern.

In **level one** the first two patterns need two of the printing stamps and the last pattern requires three of them. In level two each of the patterns the children have to copy will need three stamps.

The Bulbs

The bulbs is a logic problem concerned with shape colour and size. The children have to distinguish between certain attributes to decide which bulbs should be be placed next to each other.

Each bulb has to be placed next to another according to certain rules. The children are told how many differences there are between two bulbs and they have to decide which bulb should go next to each other.

At the start of **level one** two of the boxes already contain bulbs and the children only have to place two further bulbs correctly. In their final go at level one, one box has a bulb and the children have to place the other three correctly.

In **level two** only one bulb is in a box at the beginning and the children have to place the other three correctly.

The Magic Paint

This is a perceptional volume problem. The children have to estimate how much of a particular colour paint is needed to 'fill' a section of a space rocket. If they do it successfully they can take off for the distant planet **Merl** has seen in his telescope.

In **level one** the children are given three pots of paint. In **level 2** there is another pot of paint and the idea of decimal fractions is introduced.

IDEAS FOR FURTHER WORK

Language

Creative Writing

There are tremendous opportunities for creative written work in a project based around **The Concept Kids. Concept Ken's Cartoon** can be used to create cartoon stories based around the adventure. It can also be used to illustrate any other written work the children do.

- ★ **Robots.** Let the children invent their own **Concept Kid Robots** and write about the adventures they have.

- ★ **Concept Kingdom Adventures**. What other adventures might the other characters in the **Concept Kingdom** have?

★ **A day in the life.** Ask the children to choose one of the objects they come across in The **Concept Kids** and describe what they think might happen to it during a day without saying what it actually is. Can the other children in the class work out what is being described?

★ **Descriptive.** Get the children to write descriptions of the various characters they meet in The **Concept Kids** without mentioning any names. Can the other children guess who is being described?

★ **Monsters.** The 'monster' at the bottom of the hole is not given a name in the adventure. Can the children think of a suitable name for it? What is it like? What is it doing at the bottom of the pit?

★ **Clouds.** Ask the children to imagine that they really could walk on the clouds. What sort of world would it be up there? If any of them have been on an aeroplane they will find this quite easy to imagine. This is a good topic for some poetry work.

★ **Clowns.** What was the clown doing asleep on the cloud? How did he get there? Get the children to write a story that finishes with a clown going to sleep on a cloud.

★ **Merl the Magician.** What powers do the children think Merl has? What adventures could he have using them?

★ **Tunnels.** Tunnels can be dark, frightening places. Get the children to write a poem about a dark tunnel. Ask the children to imagine what they might find if they explored the tunnel. What adventures would they have?

Oral Work

★ **The Adventure.** Generally talk about **Concept Kate's Adventure.** How do they think it is going to end? What did they think was going to happen? What did they like best?

★ **Directions.** Can the children give directions to others in the class like the instructions on the **Concept Kate** overlay? You could blindfold a volunteer and get the other children to try and

guide him or her through a simple obstacle course.

Words

★ **Spelling.** Make spelling lists from words used in the adventure. These could be extended to include words associated with the adventure.

★ **Verbs** - doing words. What are the doing words the children can use with **Concept Kate?** What other verbs could have been included?

★ **Adverbs.** Can the children think of words that describe the way the actions in **Concept Kate's** adventure are carried out? Let the children play '**In the manner of**' where one child has to do an action in a certain way to try and illustrate an adverb and the others have to guess what it is. E.g. reading a book quickly, cleaning the blackboard angrily etc.

★ **Nouns.** The children could make a list of the nouns in the adventure.

★ **Adjectives** - descriptive words. Can they make lists of adjectives to describe the **Concept Kids** or objects in the adventure?

Books

★ **Book Lists.** There are lots of books that are linked to the adventure in one way or another. Let the children search the library and find as many books as they can that are associated in some way with the adventure. Make a class display of them and use them at story time.

★ **Fairy Stories.** What part of **The Concept Kid**s 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? What form do fairy stories usually take? What sort of characters do they usually contain? (A hero/heroine, a baddy, witch, giant etc.) In **Concept Kate's Adventure** the hero is female. How many other fairy stories can they think of with female heros? '**Clever Gretchen and Other Forgotton Folk Tales**' available from The Letterbox Library (8 Bradbury Street,

London N16 8JN Tel 01-254-1640) is full of marvellous tales with brave, witty and resourceful women heroes.

★ **Cartoon Books.** Let the children make their own cartoon books using Concept Ken's Cartoon. Can they draw their own cartoons?

Maths & Number Work

★ **Ladders.** These 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!

★ **Sets.** Use characters and objects found in the adventures for sorting and set work. The bulb game depends on attributes - use logiblocks for a similar game. Get the children to sort them according to different attributes. Intersecting sets.

★ **Shapes.** What different shapes can the children spot in the adventure. What shapes make up Merl's magic rocket? Can they find a square, a circle, a triangle?

★ **Higher and lower.** There are endless opportunities in the adventures for work on height. The ladders, clouds, etc.

★ **Volume.** Merl's magic paints make a good starting point for work on volume.

Art and Craft

★ **A Class Display.** Use **Concept Ken's Cartoon** to make a big strip cartoon right along one wall of the classroom.

★ **Printing. Mike the Mole's** game is an excellent starting point for all sorts of printing work. Let the children try as many printing techniques as possible, eg. string, potato, plasticine, press prints etc. Can they work out how to print words the right way round? Older children could try some lino prints or even

screen printing. Can they do multiple prints to get two or more colour effects?

★ **Junk Modelling.** Let the children make models of the **Concept Kids** out of junk.

Nature and Science

Nature

★ **Mike the Mole.** Where do moles live? What do they eat? How are they adapted for their environment? What other creatures live underground?

★ **Spiders.** Children could do a mini project on spiders. How many types of spiders have the children seen? Where do they live? What do they eat? How do they catch their food? Lots of people are frightened of spiders. What other insects and animals are people often frightened of? Why?

★ **Growing bulbs.** Use the bulbs game as a starting point for growing some bulbs. What do bulbs need to grow? How do they 'know' when to start growing? What happens if you plant a bulb upside down or sideways?

Science

★ **Stars and planets.** What do the children know about the other planets in our solar system? Do they know that men really have walked on the moon? A group of children may like to do a mini project about space.

★ **Rockets.** Get the children to try and make their own rockets. Do any of them know how to make water rockets?

★ **Time.** How do we measure time? Can the children build their own simple clocks? Eg. water clocks, sand clocks, candle clocks etc.

★ **Problem solving.** The challenge is a problem solving activity. 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 gradient makes and then try putting things in the way to slow the marble down. Get the children to invent problems for other children.

★ **Clouds.** Why is it impossible for the clown to really sleep on a cloud? What are clouds made out of? How do they make rain? What different sorts of clouds are there? This could lead onto a mini project on the weather.

★ **Ladders.** What other ways are there of going up? Pulleys always make an interesting science session in a junior school.

★ **Sound.** Let the children make their own instruments to play **Concept Kate's** dancing music. They could use bottles filled with water and either blow across the top or tap them with a pencil. How can they get a low note? A high note? They could also use peas, beans, rice, sugar, gravel, or marbles in various containers to make different sounding shakers. Let them make plucking instruments and experiment to find out how to get high and low notes. Fishing line stretched tight by hanging different weights on the end makes an interesting science experiment. Use a drum with small pieces of paper on it to show how sound is made up of vibrations. Tin can telephones demonstrate this well too.

★ **Colour.** To make the rocket the children have to select the right amounts of Merl's magic paints, but they don't mix. What would really happen if the children mixed those colours together? Let them experiment with paints and give them a particular colour to try and mix. Get them to guess what colours they should use before they try. A novel way of doing this is to make whizzers and colour them in. When the whizzers are spinning the colours get 'mixed'.

Health and Safety Education

★ **Danger.** What things do the children come across in the adventure that could be dangerous?

★ **The house.** In the adventure **Concept Kate** goes into the house without permission and without knowing who was in there. Why would this be a silly thing to do in real life?

Music

★ **Listening.** What sort of music do the children think Kate danced to? Let them bring in their favourite music to dance to and play it for the rest of the class.

★ **Instruments. Concept Kate's Dance** is an ideal starting point for musical improvisation. Give the children various instruments (they could even make some in art and craft) and let them try and make the sort of music they think **Concept Kate** would dance to.

Drama and Dance

★ **Instructions.** Can the children give directions to others in the class like the instructions on the **Concept Kate** overlay. You could blindfold a volunteer and get the other children to try and guide him or her through a simple obstacle course.

★ **Concept Kids.** Get the children to pretend to be different characters from the adventures.

★ **Concept Kate's Dance.** Let the children try to do some 'robotic' dancing.

RE and Moral Education

★ **Merl the Magician.** Good and Bad magic. What do the children think would be good magic? What would be bad magic? This could lead onto a discussion about good and bad secrets.

★ **Helping others. Concept Kate** helps John and Sue. The children help **Concept Kate**. How can the children help other people? At home? At school?

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.

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Flow Chart

The Concept Kids

Language
- Creative Writing
  - Robots
  - Adventures
  - A day in the life
  - Descriptions
  - Monsters
  - Clouds
  - Clowns
  - Magicians
  - Tunnels
- Oral
  - Directions
  - Discussion
- Words
  - Verbs
  - Adverbs
  - Nouns
  - Adjectives
- Books
  - Book Lists
  - Fairy Stories
  - Legends
  - Cartoon Books

Art & Craft
- Class Cartoon
- Printing
- Junk Modelling

Music
- Listening - favourite
  - -dancing music
- Improvisation
  - -robotic music

Drama & Dance
- Instructions
- Role Play
- Concept Kate's Dance

R.E. & Moral Education
- Good & Bad Magic
- Good & Bad Secrets
- Helping

Maths & Number Work
- Ladders (number work)
- Sets
- Shapes
- Higher & lower
- Volume

Nature and Science
- Science
  - Stars & Planets
  - Rockets
  - Time
  - Problem Solving
  - Clouds
  - Ladders
  - Sound
  - Colour
- Nature
  - Moles and other underground animals
  - Spiders & other insects
  - Growing Bulbs