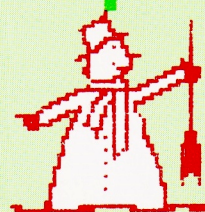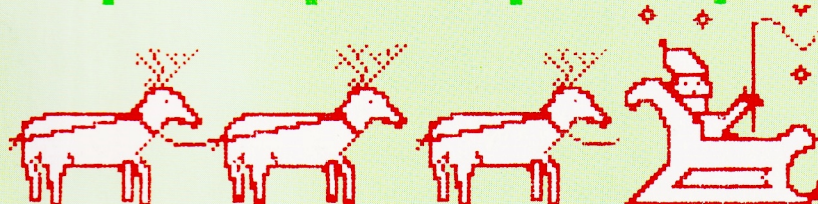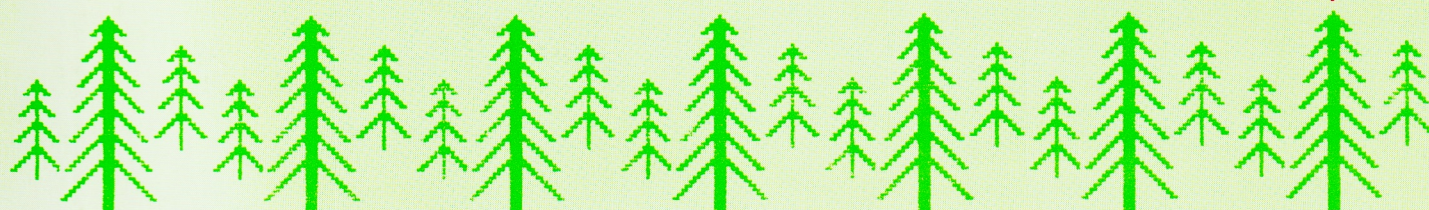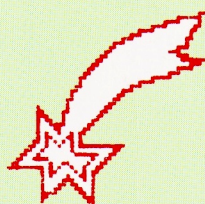# MICRO-SCOPE

Special

► Christmas 1990

Look inside for lots of ideas about integrating a micro into your Christmas activities

NEWMAN COLLEGE with MAPE

MAPE Christmas Special 1990

Contents

MAPE (Micros And Primary Education) is open to individuals and institutions. The current subscription of £12.00 p.a. UK, £16.00 p.a. overseas, includes direct mailing of **MICRO-SCOPE**.
Application forms from: Mrs G Jones, 'The Old Vicarage", Skegby Road, Normanton on Trent, Notts, NG23 6RR
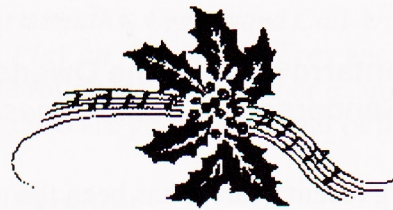
Published by: Castlefield (Publishers) Ltd., Newton Close, Park Farm Industrial Estate, Wellingborough, Northants, NN8 3UW Tel: 0933 679677

Individual copies from: MAPE Information Officer, Computer Centre, Newman College, Genners Lane, Bartley Green, Birmingham, B32 3NT

MICRO-SCOPE
Christmas Special 1990

Introduction

When the first MICRO-SCOPE Christmas Special was published in 1986 it began by saying:

" ... it does seem that Christmas is not really a time when a micro is put to a lot of use. It can be locked away until the class parties are over."

Four years later the South Tyneside Primary Task Force introduce the account of their activities by noting:

"We were faced with the problem of being in schools during the Christmas preparations when many teachers didn't want to know about either computers or support teachers!"

It may seem as though things have not changed, but we know that's not true! The computer *is* now playing a much more regular part in classroom activities than it did four years ago and a number of factors have contributed to this:

• Whilst the Education Support Grant for IT in Schools has helped many local education authorities provide additional hardware, just as significant a contribution has been made by the ESG funded advisory teachers who have worked alongside teachers in classrooms, run in-service courses, prepared support materials (and contributed to this and other editions of MICRO-SCOPE!) to ensure that good ideas have as wide an audience as possible.

• References to the use of information technology appear in all the National Curriculum Statutory Orders so far published; information technology has been identified as a cross-curricular skill in Curriculum Guidance 3; and attainment target 5 in technology provides a framework within which children can develop different aspects of information technology capability.

• Hardware and software have made great advances in the last four years too, but neither these developments, nor government initiatives and statutory requirements could have had any impact in developing computer activities in the classroom without that essential factor, the ingenuity, creativity and enthusiasm of primary teachers!

The inventiveness of primary teachers is well-demonstrated by the variety of solutions to that annual problem, The Christmas Card. The introduction of relatively inexpensive colour printing facilities together with more powerful micros has had an impact from infant schools upwards as we see in the articles by Julia Radford, David Blakeley and others. Not all schools however have access to colour printers and as MAPE couldn't afford a full colour publication anyway, we have featured many ideas which produce effective results in black and white.

The last four years have also seen the concept keyboard establish itself as an indispensable part of the primary computer system for many teachers; the list of ideas for use with *Touch Explorer Plus* (soon to be available for the Nimbus and Archimedes) seems endless and a few of these are given here. The disc contains three concept keyboard overlays to accompany *Stylus* reflecting the popularity of both the concept keyboard and word processing programs: other language programs are represented with stories, crosswords, word puzzles, poetry, adventure games ... and, of course, we *had* to include a few pages from *Front Page Extra!*

Although language-based programs continue to be popular, information handling programs are now being widely used. Suggestions here can be tried with popular programs such as *Our Facts, Branch, Sorting Game, Grass* and *List Explorer:* the disc also contains *Graph IT,* a development of *Data Show.*

The first Christmas Special was published in 1986 and remains one of MAPE's most well-thumbed publications; news from around the country suggests that regional meetings with a Christmas theme are always popular. There are many areas we have not been able to cover in this Special, but we hope that we have not only provided ideas for another four years' Christmas meetings but also inspired you to write about your ideas for the *next* Christmas Special!
Chris Robson

A Christmas Cracker

Jayn Fantarrow, Christine Owens & Liz Phillips *Primary Task Force (Autumn 1988)*
Robin Sanderson *South Tyneside L.E.A*

During recent years it has been the policy in South Tyneside to support classroom teachers in the implementation of IT across the curriculum, with particular emphasis on the primary phase. This has been made possible by the secondment of teachers on a termly basis to the Primary Task Force (Micros). Although many teachers at first thought this sounded like a sort of Classroom Kelly's Heroes, that idea was quickly dispelled when they found that the support was for them in their classrooms and was linked to the established curriculum of their particular school.

The main aim of the Task Force work was to introduce teachers to the idea of using a **Software Toolkit**, a small number of programs which can support many areas of the curriculum. This was demonstrated by linking the toolkit programs to the work already going on in the classroom, and showed its usefulness much more effectively than any in-service course could do.

Those who were seconded for the second phase of the Task Force in the autumn term were faced with the problem of being in schools during the Christmas preparations, when many teachers didn't want to know about either computers or support teachers!

The team decided to take the bull by the horns and produce something which would not only fit their brief, to introduce and use the **Software Toolkit** which they had helped to develop, but which teachers would also see as relevant in the Christmas term. So the **Christmas Cracker** was filled!

The **Christmas Cracker** was a subset of the original toolkit, and comprised programs which the Task Force thought could support classroom activities at Christmas. These activities included:

- Cloze procedure
- Crossword creation and solving
- Inference skills
- Colour recognition
- Mosaics
- Text disclosure
- Adventure programs
- Poetry
- Story starts
- Vocabulary work
- Sequencing
- Wordsquares
- Spelling
- Comprehension

… and many, many more!

An evening session was held to present the package to teachers who were not part of that term's project schools, and a display of children's work illustrated the possibilities of the pack. Teachers were also given details of how to borrow colour printers and how to obtain copies of the pack.

The success of the pack *could* have been judged by the quantity and quality of the computer printouts on display in the schools but from the Task Force's point of view, even more important was the fact that teachers and children were using the equipment at a time when it could so easily have been put in a cupboard!

Touch Explorer Intro Tray Wordsquare Folio Tray Wordplay Crossword Call-Up Christmaths
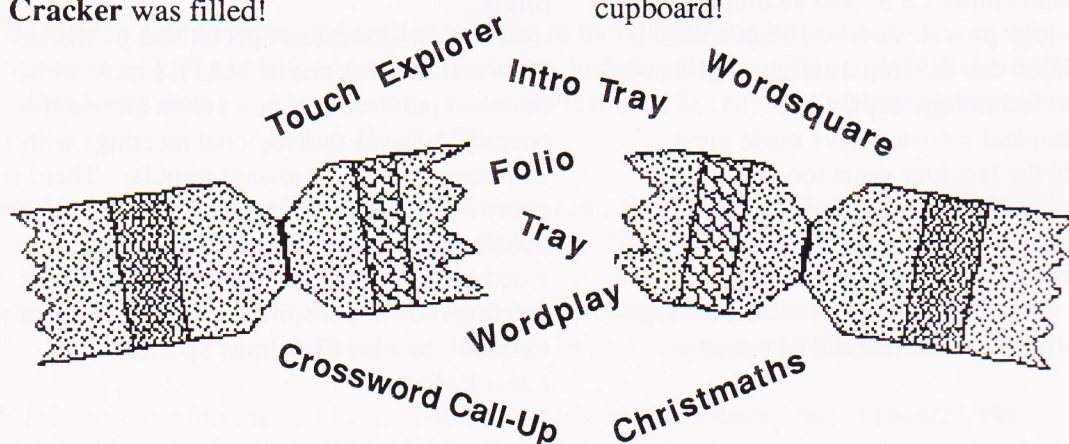
Christmas Cracker Programs

Programs used in the **Christmas Cracker** included *Christmaths, Crossword Call-Up, Touch Explorer, Folio, Wordplay, Wordsquare, Make & Play an Adventure, Tray* and *Intro Tray.* Work using some of those programs is shown on the following pages; other examples occur in later sections. Full details of these and other programs are given at the end of the book.

Touch Explorer

Children are given a picture of Santa to colour in. The same picture is placed on the concept keyboard and in order to colour Santa correctly, the children have to solve the problems presented when they press the area they wish to colour. For example:

Trousers	There are 6 rows of Christmas trees. There are 5 trees in each row. How many altogether?
Jacket	If a star has 5 points, how many points would 2 stars have?
Beard	There are 8 people coming for Christmas tea. Each person will get 5 presents. How many presents do I need?
Buckle	Santa has 80 bells to put on the 8 reindeers' harnesses. How many bells will each reindeer have?

If answer =10 colour brown   If answer =20 colour black
If answer =30 colour red   If answer =40 colour white

Using **Touch Explorer Plus** each of the six levels could contain problems of a different nature or of varying levels of difficulty, to suit a range of ability within the class.

CHRISTMAS
WORD
DIAMOND
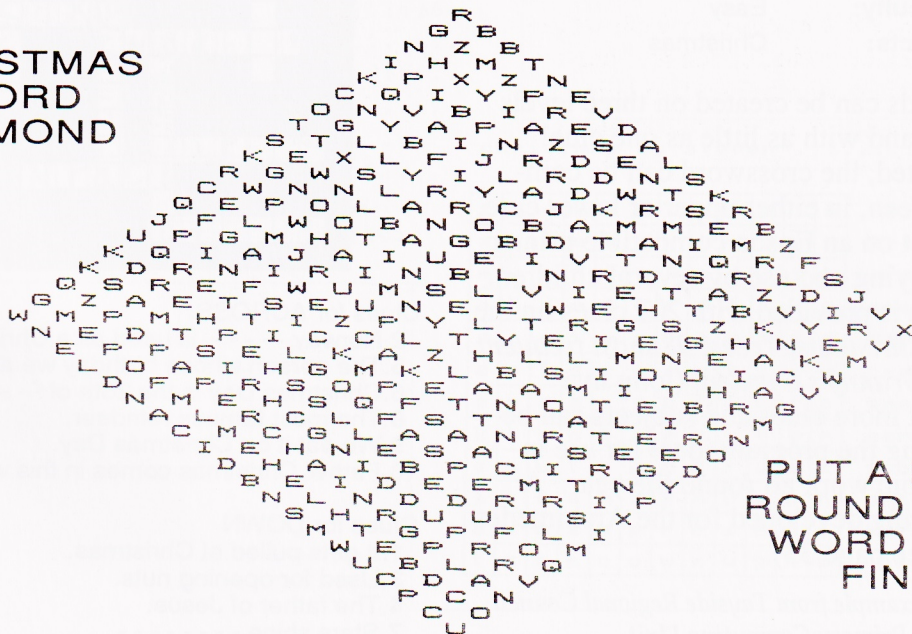
PUT A RING
ROUND EACH
WORD YOU
FIND

Make and Play an Adventure

Anita Straker's adventure making program allows teachers or children to create the scenario for a simple adventure game in *Make an Adventure* and to play it in *Play an Adventure*. Simple notes are provided on screen. A Christmas adventure file, *Santa*, is provided on the reverse side of the MAPE Christmas disc, but if you would like to devise your own the *Presents Puzzle* will give you a starting point!

Presents Puzzle

Can you find the correct Christmas presents for the people listed here? All the presents will be suitable in some way, but we don't know what they are or where they are hidden in the large house on the edge of the moor. Swirling fog surrounds the house, ready to swallow up adventurers who fail in their task!

There are six presents to be collected, but many more are hidden in the house. You must try to bring back the correct six and drop them outside the front door of the house.

Beware of the Abominable Snowman, who is spending his winter holiday in the house. **Remember -** some like it hot, but he isn't one of them. Don't try throwing snowballs at him! He doesn't like anything which is yellow.

Here is the list of people whose presents are hidden in the house:

JIM GRIMWARBLER is 23 years old. He is a musician in a pop group. He keeps the rhythm going as he sits at his kit.

WINNIE WINGEBURGER is 15 years old and loves equestrian sport. She spends a lot of her time in the local stables.

HENRY HOOTMONGER is 43 years old. He remembers the good old days of rock 'n roll.

FLOELLA VON TURPENTINE is 24 years old. She spends a great deal of time and money on her appearance. Her hair is her pride and joy.

JUSTIN THYME is a famous private detective. In his next case he will need to examine the facts closely.

GLORIA DELORIA is 11 years old. She has lots of pen-pals and writes to them often.

It will be necessary to make a map as you explore the house. **Remember** - try not to take a wrong turning - the fog will be waiting for you if you do! Good Luck!

Crossword Call-up

The program contains a database of clues and answers; a typical database entry would be:

Clue number: 1 of 207	The day after Christmas day is - - - ing day.
Answer:	BOX
Level of difficulty:	Easy
Linked Subjects:	Christmas

Crosswords can be created on three levels of difficulty and with as little as one clue! Once generated, the crossword can be completed on screen, in either upper or lower case, or printed out on an Epson compatible printer for photocopying and use by several children. The program is provided with 207 clues on the subjects of *Christmas, Trees, 98 most frequent words,* and *Granny's Garden,* (long live Granny!) but more clues and subjects can be added, making the program ideal for use in project or topic work all round the year. A version is being developed for the Archimedes computer (see page 33).

Crossword example from Tayside Regional Council Primary Computing Unit
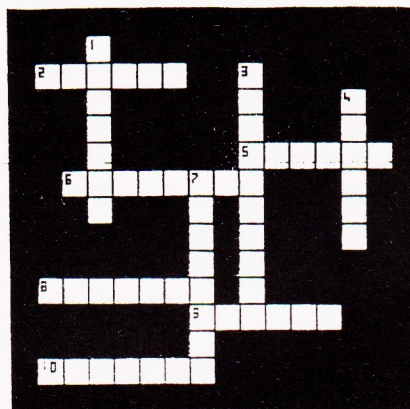
Clues for ACROSS
2. Norway - - - - - is used as a Christmas tree.
5. The person whose birthday we are celebrating.
6. Christmas Day is the 25th of - - - - - - - - .
8. The most famous reindeer.
9. We eat it on Christmas Day.
10. Father Christmas comes in this way.

Clues for DOWN
1. It gets pulled at Christmas.
3. Used for opening nuts.
4. The father of Jesus.
7. Stars shine - - - - - - - - .

Wordsquare

Wordsquare enables children to create and print out their own Wordsquare puzzles for their friends to solve. In these two examples, Gemma and Stephen listed their words, placed them on a blank grid and filled in the empty squares with random letters, before entering the final puzzle into the program.

Christmas by ...Gemma...............

d	e	c	o	r	a	t	i	o	n	s	J
g	h	e	t	y	e	K	u	T	y	e	Z
J	R	t	p	r	e	i	n	C	S	p	a
e	k	r	S	d	e	e	r	u	B	a	P
l	D	e	c	p	E	Z	S	C	S	y	J
u	B	e	e	u	u	r	a	e	v	t	S
l	E	p	h	d	Z	N	e	w	K	d	v
l	r	i	b	d	s	a	m	x	h	C	N
Z	C	t	p	i	e	B	P	t	p	e	S
y	u	V	o	h	A	W	a	B	g	N	A
v	o	n	S	g	t	n	e	s	e	r	p
O	W	R	X	g	r	e	K	c	p	N	C

.tree......
present.....
Santa.....
Jesus.......
.decorations.
Xmaspudding.
reindeer...
Snow.......
New year.
Jesuscrib.
Crackers.
Turkey....

CHRISTMAS BY GEMMA ....

d	e	c	o	r	a	t	i	o	n	s	j
h	t	k	y	e	k	r	u	t	f	e	i
j	q	t	y	r	e	i	n	l	s	h	t
e	e	r	o	d	e	e	r	u	p	q	b
s	v	e	g	p	g	j	s	b	k	j	z
u	x	e	q	u	r	e	a	y	g	u	s
s	h	x	j	d	n	e	w	q	s	a	o
c	r	i	b	d	s	a	m	x	n	t	k
s	z	l	r	i	x	n	v	t	f	d	m
x	f	x	g	n	d	y	a	r	l	o	z
d	j	x	y	g	t	n	e	s	e	r	p
w	o	n	s	s	r	e	k	c	a	r	c

tree.......
present.....
santa.......
jesus.......
decorations.
xmaspudding.
reindeer....
snow........
newyear.....
jesuscrib...
crackers....
turkey......

Christmas by steven................

T	u	r	k	e	y	d	e	e	r	F	S
X	k	e	c	Z	P	a	X	W	S	a	d
m	a	a	h	c	r	a	c	k	e	r	s
a	S	u	o	D	e	c	o	r	a	t	i
S	a	k	c	S	t	X	N	a	f	C	o
c	V	a	l	S	r	z	w	x	k		
a	J	S	a	a	k	Z	e	S	W	F	S
k	e	f	l	n	Z	t	S	e	e	M	a
e	S	e	e	t	w	c	a	r	d	s	P
G	u	e	s	a	N	r	a	C	t	r	F
C	S	P	w	p	r	e	s	e	n	t	r
X	P	s	n	o	w	N	a	S	k	Z	X

reindeer....
tree........
present.....
santa.......
Decorations.
Jesus.......
Xmascake...
cards.......
Snow.......
crackers...
Turkey.....
choclates..

christmas by steven ....

t	u	r	k	e	y	o	q	r	e	i	n
x	h	j	e	h	m	r	u	d	e	e	r
m	c	c	r	a	c	k	e	r	s	i	k
a	h	d	e	c	o	r	a	t	i	o	n
s	o	q	t	w	g	p	n	p	l	y	s
c	c	j	s	r	n	r	p	b	i	x	w
a	o	e	a	i	e	u	t	j	b	t	c
k	l	s	n	b	j	e	r	n	q	g	r
e	a	u	t	h	n	c	a	r	d	s	x
l	t	s	a	m	t	x	m	u	q	b	h
b	e	c	x	p	p	r	e	s	e	n	t
t	s	q	s	n	o	w	x	w	y	n	w

reindeer....
tree........
present.....
santa.......
decorations.
jesus.......
xmascake....
cards.......
snow........
crackers....
turkey......
chocolates..

Christmas Cards galore!

Using Christmas Tales

Alison Galbraith
All Saints Infant School, South Tyneside

As part of a design exercise, the program *Christmas Tales* was introduced to the class, and a master set of pictures from the program displayed on the classroom wall (fig. 1). The children were asked to design their Christmas cards first with pencil and paper, using the figures available and numbering the pictures with the relevant information (fig. 2). This preliminary work meant that the children needed to spend much less time creating the pictures on-screen, and so all members of the class were able to produce and save their work in a relatively short time and make a black and white print (fig 3).

A colour printer was borrowed from the local Resources and Information Centre for one week. (This needed to be booked well in advance, because of the demand at special times of the year.) The children then printed two colour copies of their designs, one full size, and one small. The full size version became their 'own' card, whilst the smaller versions were made into cards for governors, advisory staff and friends of the school (fig. 5).

The lettering for the inside of the cards was produced using an overlay for the Concept Keyboard, and *Concept Writer*. The children looked carefully at the wording in Christmas cards which had been sent to the class, and decided on the words they wanted to use. They then typed them into the computer, saved the information, and printed it out at Size 5 with double line spacing. These words and phrases were cut up, stuck on a blank overlay sheet and the teacher created the overlay file, watched by a group of children (fig. 4). They then used the overlay to select the wording they each wanted for their cards, and had to print it out in a size which fitted the sheet of paper to be inserted inside their cards (fig. 5). This work produced some interesting discussion and theories about the correct size of print and its position on the paper.

The resulting cards were extremely colourful, individually designed and well received by those to whom they were sent.

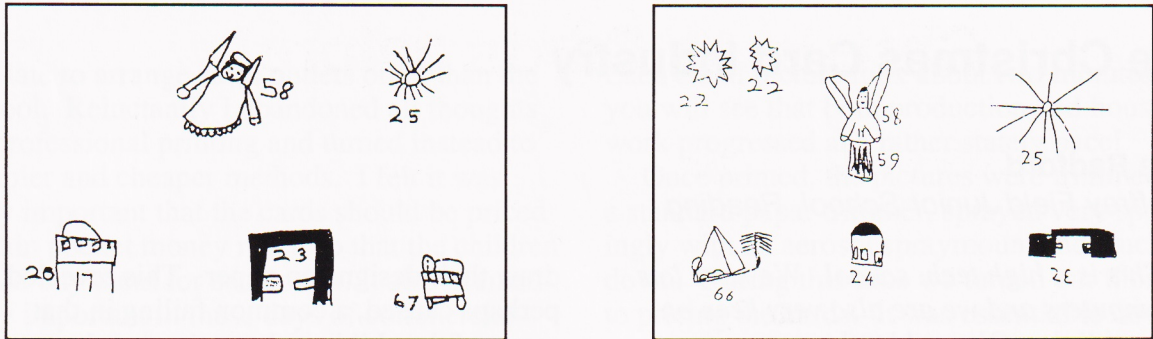fig. 1 *some of the master pictures from Christmas Tales*
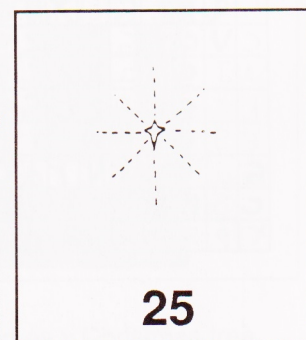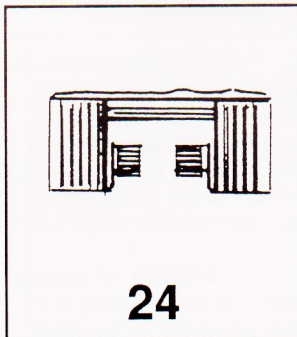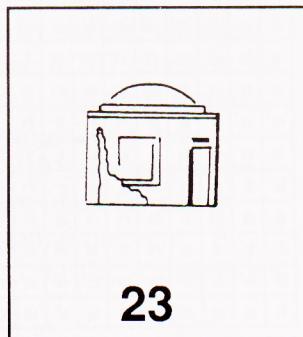
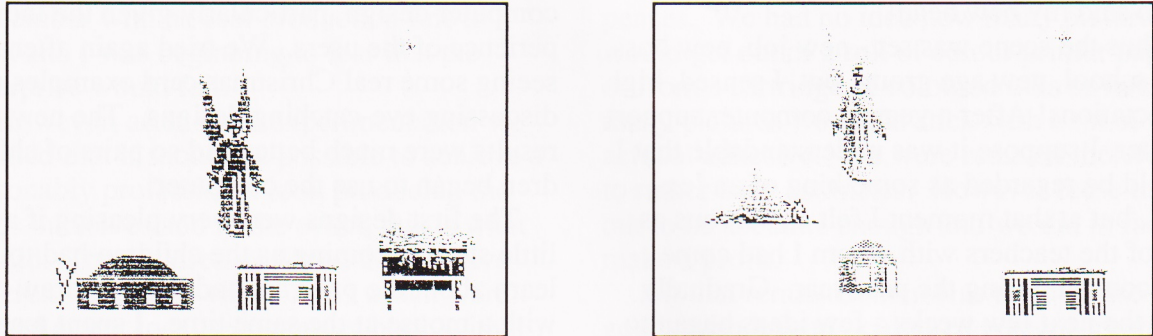*fig. 2 preliminary designs by Nicola and Richard*

fig. 3 their black and white prints

Happy   Christmas

Merry   Lots of Love

and   to   from   Best Wishes   New Year
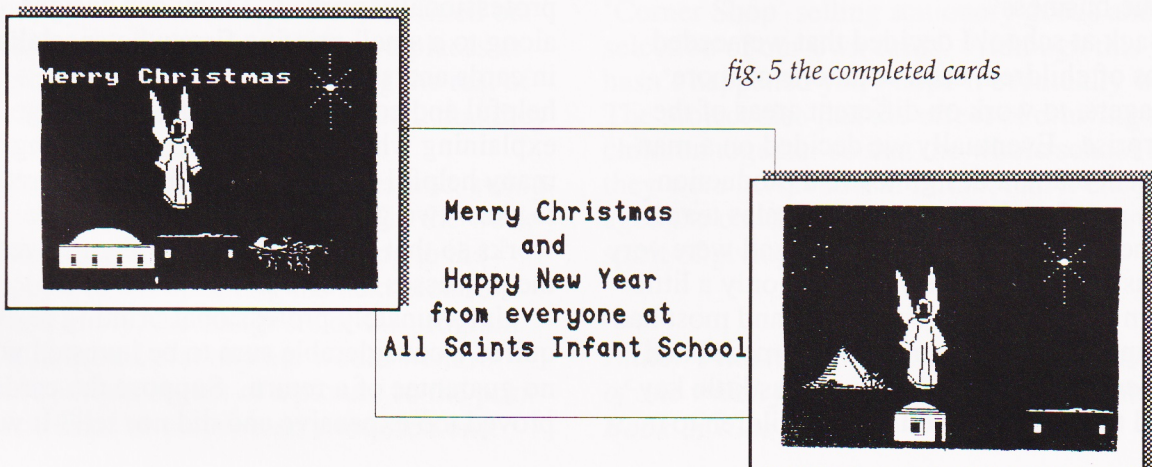
fig. 4 Concept Writer overlay

fig. 5 the completed cards

Merry Christmas
and
Happy New Year
from everyone at
All Saints Infant School

The Christmas Card Industry

Julia Radford
Geoffrey Field Junior School, Reading

'This is a high tech. school. We have lots of computers and we are also very keen on industry links. Oh, and by the way .... we have no money'

So said my new head!

Thus the scene was set - new job, new boss, new school, new age group, but, I sensed, high expectations! After a year as computer support teacher, I suppose it was understandable that I should be regarded as something of an 'expert', but at that moment I felt as nervous as any of the teachers with whom I had come into contact during the past year. Gradually over the next few weeks a few ideas began to creep into being - *'Christmas is the obvious time to work towards. Yes, something Christmassy... and it would be nice if it made a little money, since it appears essential to cover costs. Perhaps the children could have some real business experience... Then there's the new Archimedes computer and a colour printer, the latest 'state of the art' in school, so perhaps I should use them...'*

The muddled thoughts began to jell until by the beginning of the summer holidays I knew what I was going to try to do. We would start a small business, designing, printing and selling our own Christmas cards.

I set about gathering information on business management and in particular the greeting card industry. I made contact with a local greetings card firm and spent a pleasurable and informative afternoon with them, 'learning the business'.

Back at school I decided that we needed teams of children, each with one or more managers, to work on different areas of the enterprise. Eventually we decided on a management team, a design team, a production team, an advertising team and a sales team.

The children worked in pairs and were very enthusiastic. However, they had only a little design experience on computers and most had no experience of either the Archimedes and *Artisan* at all. In order to waste as little keyboard time as possible I asked children to draw their designs on paper. This revealed, or perhaps caused, a common failing in that many of the children drew pictures that were much too complicated to be translated into a computer design, particularly given the inexperience of the users. We tried again after seeing some real Christmas card examples and discussing eye-catching designs. The new results were much better and so pairs of children began to use the computer.

The first designs were very pleasing if a little slow in coming as the children had to learn about the program and learn to draw with a mouse at the same time. I spent many evenings exploring the program more thoroughly and next day showing the children any parts that I thought might be especially useful, although there were some aspects of the package that I did not show them at all lest they became confused or overwhelmed.

By half term we had a number of designs that were full of charm and colour. All the children had, in effect, become part of the design team and had a turn with the computer. As yet, the other teams had little to do. Some of the pairs had produced a picture but some had been so busy experimenting with the package itself that nothing was produced. Having learned a lot about the program and gained confidence in the process, many were now keen to try again.

During half term I set about finding whether it would be possible to have our cards professionally printed. I took our designs along to a small printing firm who specialised in cards and short runs. They were very helpful and costed the cards free of charge, explaining what was involved and making many helpful suggestions. They also agreed to show two groups of children round the works so that they could see for themselves the processes involved.

Unfortunately professional printing required a considerable sum to be invested with no guarantee of a return. Suppose the cards proved too expensive and did not sell? It was

too late to arrange sales outlets other than the school. Reluctantly I abandoned all thoughts of professional printing and turned instead to simpler and cheaper methods. I felt it was very important that the cards should be priced within pocket money reach so that the children could buy them for each other. It also seemed very important in these days of commercialism to stress the 'giving' aspect of Christmas. We were now coming towards the end of November with no real production line in sight and I was beginning to fear that the enterprise would fail.

However, after some experimentation we decided that it should be possible to achieve a reasonably professional look producing the cards ourselves and in the event, this is what we did. The children designed a set of five different black and white cards which were printed at our local secondary school, with a simple Christmas message inside and the school logo on the back. The cards were designed so that they used half a sheet of A4 card, avoiding wastage. The school printed another set of cards with just the message inside and the logo on the back, leaving the front plain. These we used to make our coloured cards.

Before having the cards printed we had already researched cheap sources of envelopes. Envelopes that were rather bigger than the cards were cheaper and so we bought a box of 2000 from a local firm, selling packs of 10 envelopes to get rid of our excess ones.

Once the cards had been printed we set about producing the finished article. The original drawings on the computer disc had to be re-scaled to a suitable size. *Artisan* does not show a calibrated scale so once I had found, by trial and error, a size that fitted our cards, I marked the monitor in two places at the picture edges. Now re-scaling the rest of the cards was very simple and meant that they were all exactly the same size!

The colour printer worked overtime, swinging patiently to and fro as I fitted in the weekend housework in between dashing to the computer to start printing the next picture. Unfortunately, the designers of the program never dreamed that anyone would want to make multiple copies of a picture so the print routine must be reactivated after each one.

Each small picture took about two minutes so you will see that both production and housework progressed at a rather stately pace!

Once printed, the pictures were trimmed on a standard paper trimmer, sprayed very sparingly with an aerosol spraymount and stuck down. During this time we turned our thoughts to pricing the cards. It was essential to cover our costs and if possible to make a small profit but it was very difficult to estimate our expenses. We had no idea how many pictures we would get out of a roll of colour printer paper or from a cartridge of coloured inks or how many pictures we could stick with a tin of aerosol adhesive. We were reduced therefore to rather hazy estimates. However these turned out to be accurate enough and we did in fact make a profit.

All that remained then was to advertise our goods with brightly coloured posters around the school, display our wares and sell our cards (see page 10). Business flourished and it was hard to keep up the production level!

Using a new computer and new software meant there were many frustrations along the way, but we gained much valuable experience.

- We could do better in many ways next time now that we know we can produce the cards ourselves.
- We can keep more accurate records on a database.
- We can concentrate more on advertising and planning.
- We can produce work of a higher artistic quality now that we know the program.

All in all I think the enterprise was a great success. We achieved our main objectives and the children involved enjoyed the experience so much that they wanted to continue to run a 'Corner Shop' selling stationery goods and a selection of our own cards. Although this hasn't happened yet, I hope it eventually will. The project also had the effect of drawing the children together so that the whole school felt they were involved and I think that it encouraged the children to think of each other and the spirit of giving at Christmas time.

Editor's note: *This article is an edited version of one which first appeared in **The BEAM IT Book** in June 1989.*
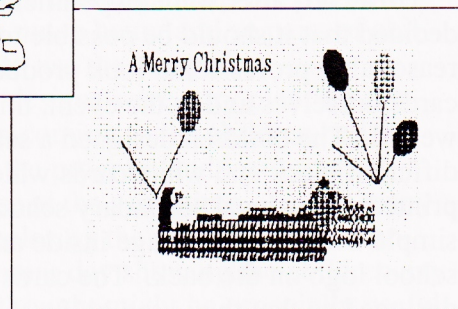
Cards from Geoffrey Field Junior School

Have a very
Merry
Christmas

2 black and white designs

Peace on Earth

Goodwill to all People

MERRY
XMAS

A Merry Christmas

3 colour designs

✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻✻

Festive Fonts

Anne Jones
Aldryngton Primary School, Reading

Not all schools have access to colour printers.
Using the Font Editor in **PenDown** it is possi-
ble to create a font where some or all of the
'letters' are Christmas pictures or symbols.
These can then be used to design very effec-
tive black and white Christmas pictures.

MERRY CHRISTMAS

MERRY CHRISTMAS

MERRY CHRISTMAS

MERRY CHRISTMAS

HAPPY
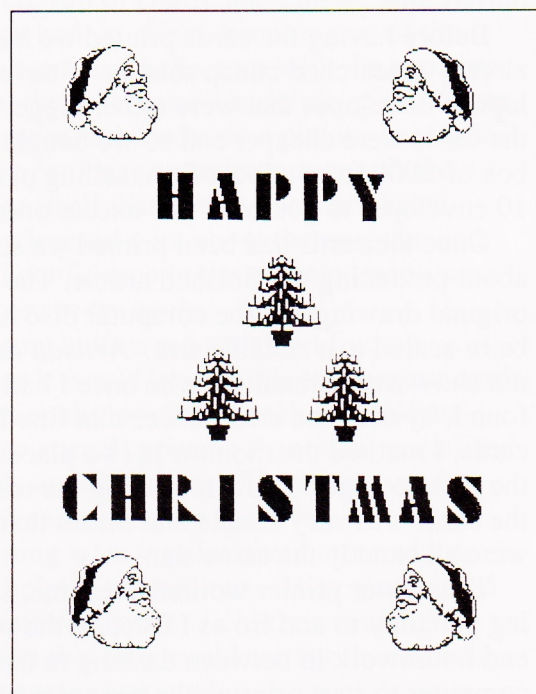
CHRISTMAS

card made with PenDown
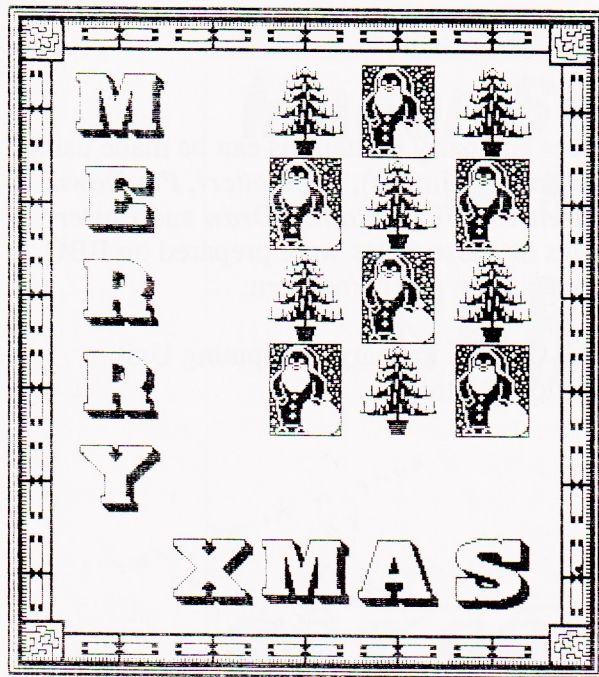
*card from the example given in
Pendown Extra leaflet*

*Christmas 'picture' using a teacher-
designed font called SANTA*

TO
MUM AND DAD
LOVE FROM

HAPPY

CHRISTMAS
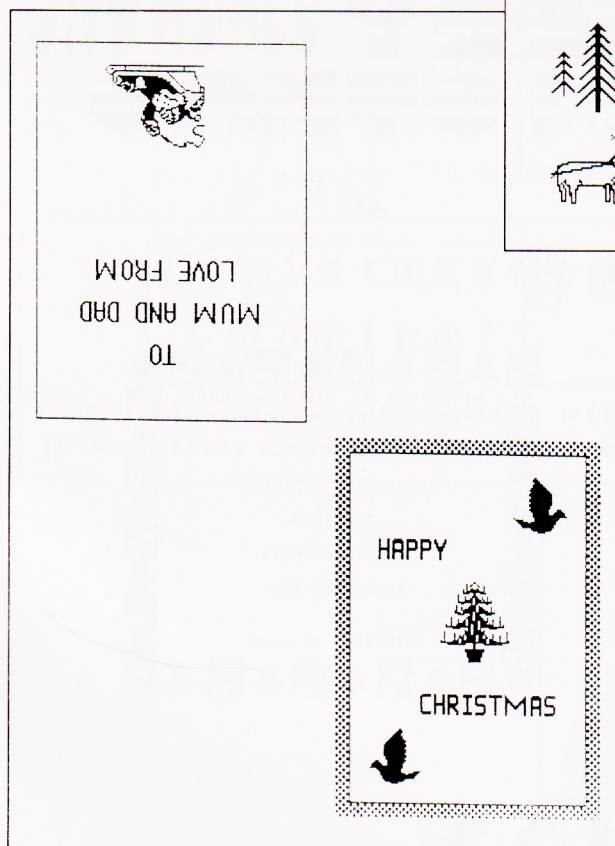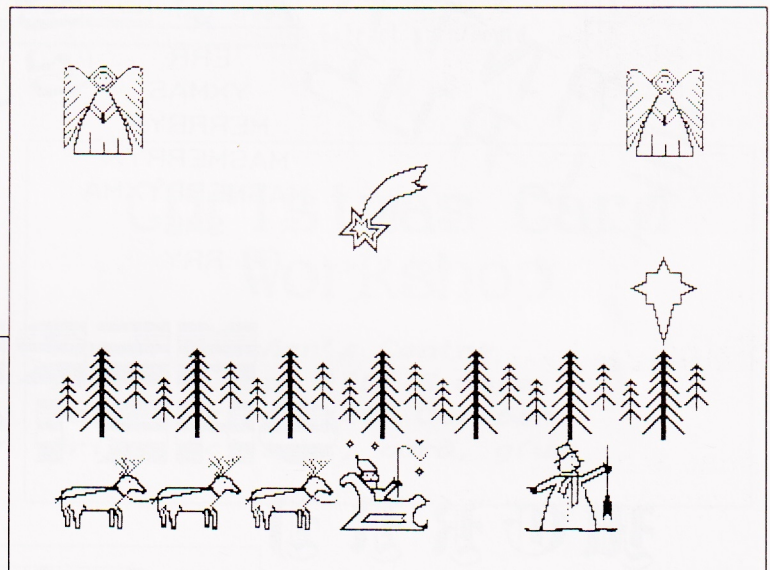
This card was made using Logotron's
Printbox. Any part of a screen can be cut
out and reflected, horizontally or vertically
so both parts of the card were printed at
same time, once the children had worked out
the correct orientation for each part!

More Festive Fonts

Eye-catching banners in assorted sizes, signs, notices and party invitations can be made using *NewSPAper, Caxton, Caxton Press* and *Caxton Signwriter* (Nimbus), *Typesetter!, PenDown, PenDown Signwriter, Folio, AMX Stop Press* and *Stretch* (BBC), *!Paint, !Draw* and *Poster* (Archimedes) and many more programs. The examples on these pages were prepared on BBC, Acorn Archimedes and Research Machines' Nimbus machines, and come from:

* Des Thomas, DT Publications;
* **'Computers at Christmas'** by Tayside Regional Council Primary Computing Unit;
* Fiona Peel - Northamptonshire Computer Education Centre.

HAPPY NEW YEAR

have a Wonderful Christmas and a happy New Year

SANTA CLAUS

```
M
ERR
YXMAS
MERRRYX
MASMERRYX
MASMERRYXMA
SME
RRY
```

SANTA CLAUS

MERRY CHRISTMAS

MERRY CHRISTMAS

HAPPY NEW YEAR

```
ATTENTION ALL DISCO DANCERS!
==============================

   CHRISTMAS DISCO

FRIDAY 23rd DECEMBER

    7pm-10pm

   In School Hall

   ADMISSION 50p
------------------------------
   STOVIES included
------------------------------
```

MERRY CHRISTMAS

Manor School & Home Association

CHRISTMAS

Poster
Misc
Output
Select
Style
Scaling
Border
Mould
Text
Text area

Fancy text
Enter text (Ctrl-T)
Font name
Font size
Font height
✓ Normal (Ctrl-F1)
Follow path (Ctrl-F2)
In a mould (Ctrl-F3)
Get text data
Alter text data
Extract path/mould

BAZAAR
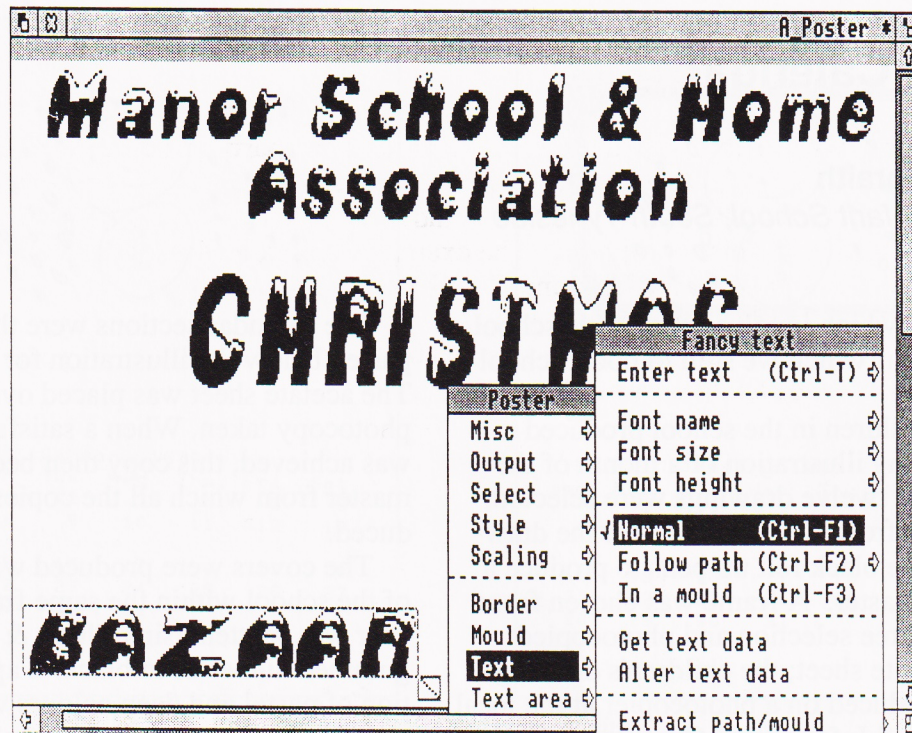
SNOWBALL

Christmas Card Workshop

Venue: Teacher's Centre
Time: 4.30pm till 6.00pm
Date: Friday 12th October
Bring: Scissors, card, glue

Christmas is Coming!!

Merry Christmas Mum & Dad, with love from Fiona, Tony and the kids.

The goose is getting fat !!

Aren't we all!! Most used phone number for the New Year - weight watchers - (0-0-0, 5-0-5)!

School Calendar

Alison Galbraith
All Saints Infant School, South Tyneside

A project which involved the whole school was a calendar which we sold to boost school funds.

All the children in the school produced a pencil drawing illustration of a month of the year. A final twelve drawings were selected, and children from Year 2 went over the drawings with fine black felt tip pens to produce a photocopy master. A frame was chosen from a copyright free selection and photocopied onto an acetate sheet; the children's drawings were then reduced on a photocopier at the local Resources and Information Centre so that they fitted inside the frame. A page for each of the twelve months was then prepared using the cut and paste technique.

The 'calendar tabs' were produced by Year 2 children using *Concept Writer,* and printed out in Size 3 with double line spacing. One of the children involved in this task was a boy with emotional and social problems, but he persevered to complete his section of the work.

The calendar sections were then cut and pasted below the illustration for the month. The acetate sheet was placed over this, and a photocopy taken. When a satisfactory result was achieved, this copy then became the master from which all the copies were produced.

The covers were produced with the name of the school within the same frame and the year was written using Philip & Tacey gummed numerals in black. Paper in a selection of pastel and deep colours was donated by the local polytechnic reprographic department and enabled us to produce coloured covers.
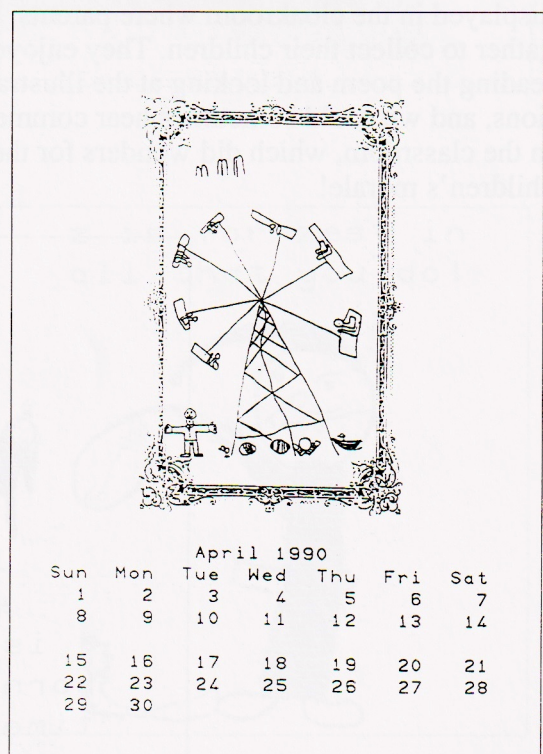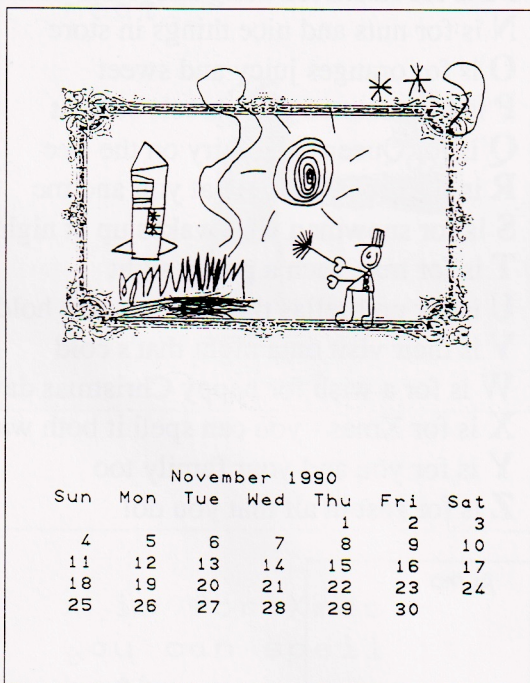
Copies of the calendar were sold to enthusiastic parents, governors, friends and advisory staff. This worthwhile project produced whole school co-operation, boosted school funds, and was our first step towards marketing our school to the wider community.
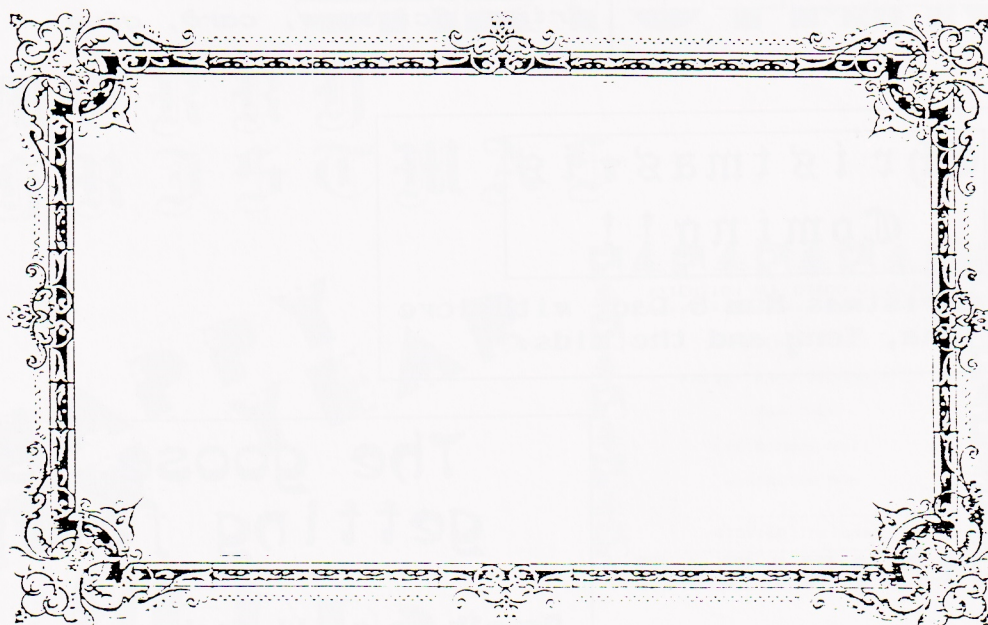
The copyright free frame

```
        January 1990
Sun  Mon  Tue  Wed  Thu  Fri  Sat
      1    2    3    4    5    6
 7    8    9   10   11   12   13

14   15   16   17   18   19   20
21   22   23   24   25   26   27
28   29   30   31
```



```
        January 1990
Sun  Mon  Tue  Wed  Thu  Fri  Sat
      1    2    3    4    5    6
 7    8    9   10   11   12   13

14   15   16   17   18   19   20
21   22   23   24   25   26   27
28   29   30   31
```
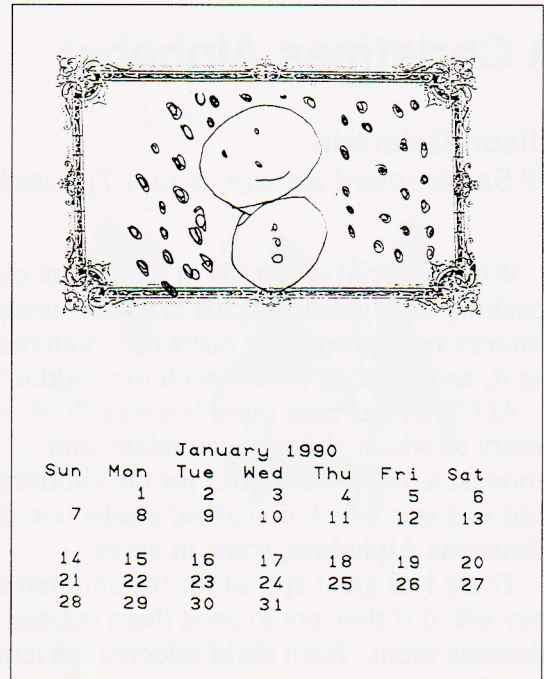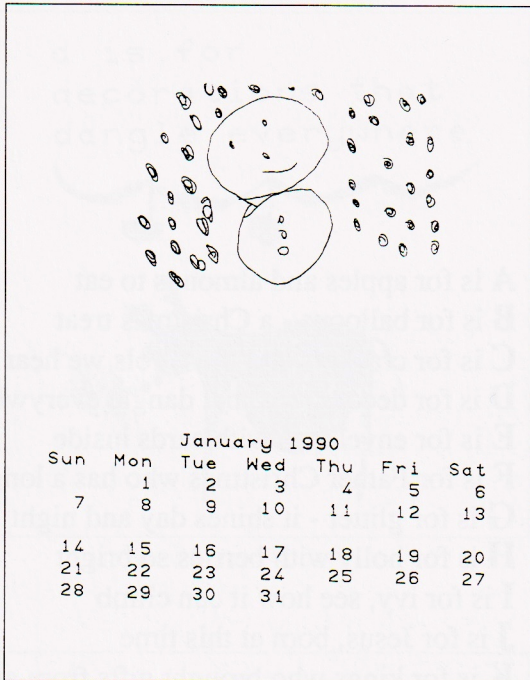
January, before and after framing


```
        November 1990
Sun  Mon  Tue  Wed  Thu  Fri  Sat
                          1    2    3
 4    5    6    7    8    9   10
11   12   13   14   15   16   17
18   19   20   21   22   23   24
25   26   27   28   29   30
```



```
          April 1990
Sun  Mon  Tue  Wed  Thu  Fri  Sat
 1    2    3    4    5    6    7
 8    9   10   11   12   13   14

15   16   17   18   19   20   21
22   23   24   25   26   27   28
29   30
```

A Christmas Alphabet

Alison Galbraith
All Saints Infant School, South Tyneside.

With a special emphasis in the school on speaking and listening skills this year, poetry features very strongly in our work, both reading it, and creating poems with the children.

At Christmas time there is a wealth of poetry to which children can relate, and amongst a display of books for the children to read was one which contained a selection of Christmas Alphabets, some in verse.

These had great appeal for the children and they asked if they could print them out and illustrate them. Each child selected the letter they thought they could illustrate best, and then set about typing and printing the verses. Variety of position in the text was achieved accidentally when some children forgot to turn up the paper in the printer, and so some text appeared at the top of the paper and some further down!

Illustrating the text was undertaken with great care - there is something about Christmas which instils this attribute into my children!

The resulting wall frieze was mounted and displayed in the cloakroom where parents gather to collect their children. They enjoyed reading the poem and looking at the illustrations, and we could sometimes hear comments in the classroom, which did wonders for the children's morale!

A is for apples and almonds to eat
B is for balloons - a Christmas treat
C is for crackers and the carols we hear
D is for decorations that dangle everywhere
E is for envelopes with cards inside
F is for Father Christmas who has a long ride
G is for glitter - it shines day and night
H is for holly with berries so bright
I is for ivy, see how it can climb
J is for Jesus, born at this time
K is for kings who brought gifts from afar
L is for light; the shepherds saw a star
M is for mistletoe hung above the door
N is for nuts and nice things in store
O is for oranges juicy and sweet
P is for postman and parcels so neat
Q is for Queen - the fairy on the tree
R is for robin, peeping at you and me
S is for snowman who wakes up at night
T is for tree, such a pretty sight
U is for umbrellas the carol singers hold
V is their visit on a night that's cold
W is for a wish for happy Christmas days
X is for Xmas - you can spell it both ways
Y is for you and your family too
Z is for zest in all that you do!

j is for Jesus –
born at this
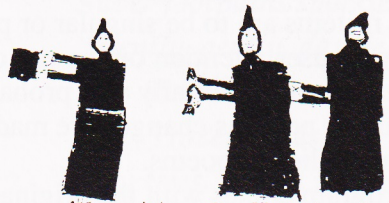time.
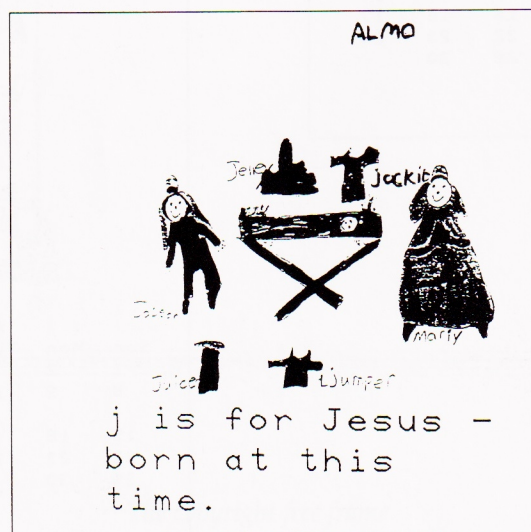
d is for decorations that dangle everywhere
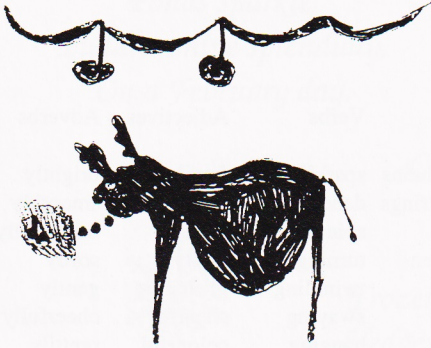
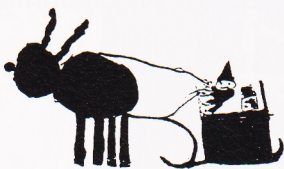l is for light – the shepherds saw a star.
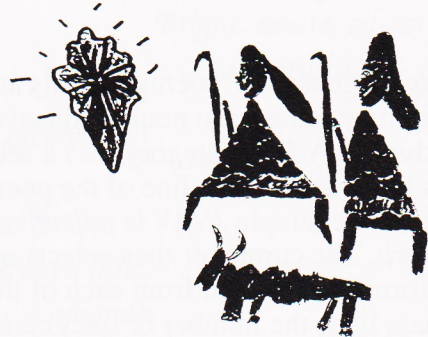
p is for postman and parcels so neat.

v is their visit on a night that's

cold.

x is for Xmas – you can spell it both ways.

z is for zest in all that you do!

Playing with Christmas Words

Senga Whiteman
Newman College

Wordplay generates 'poems'. Words are entered in four categories: nouns; adjectives; verbs; adverbs. A fifth category lists a selection of forms from which each line of the poems is generated; for example *JNAV* is *adjective noun adverb verb*. The computer then selects one of the line forms and a word from each of the appropriate lists; the number of lines can range from 3 to 7.

If you (or your class) feed a general selection of words into each category the results will not be impressive! The words need to relate to a theme if the poems are to have any appeal. The tense needs to be consistent and you will need to decide if items are to be singular or plural. **Wordplay** focuses attention on the use of words so the file you make initially will probably only be the starting point as changes are made in the light of anomalies in poems.

The program comes with the original file *Winter* which was used for three of the poems and *Decor*, a file linked to the idea of Christmas decorations. Although you can discover the contents of an exisiting file by choosing option **C: edit the current word lists,** you may also find it useful to refer to it on paper. The composition of the *Decor* file is as follows:

Nouns	Verbs	Adjectives	Adverbs	Phrase Forms
paper chains	sparkling	fragile	brightly	JNVA
tinsel strings	dancing	golden	smoothly	AV
angels	spinning	bright	beautifully	AV,AV
snowmen	turning	frosty	softly	NJ,NJ
candles	twinkling	glistening	gently	V,V,V,
fairies	swaying	cheerful	cheerfully	AV
baubles	hanging	colourful	prettily	JJN
lights	swinging	silvery	gracefully	AV,JN
bells	flickering	shiny	daintily	VA,NJ
balloons	twirling	shimmering		NJ,AV
snowflakes	gleaming	glowing		JN
lanterns	revolving	gleaming		N,JN
garlands				AVN
stars				

This is just the beginning! Take this list and improve it or start another of your own. **Wordplay** is entirely open ended so once Christmas is over, new sets of words can be compiled to fit in with any topic.

Editor's note: This article first appeared in the MAPE Christmas Special 1986; **Wordplay** *first appeared in the MEP Primary Language pack. The enhanced version included with this Christmas Special was subsequently developed at Newman College and allows the number of lines to be selected, individual lines to be changed and the poems saved and printed in two sizes of text.*

✳ ✳

Shimmering lights,
Twinkling, twinkling, twirling,
Silvery shiny angels,
Colourful lights swinging daintily,
Shiny baubles,
Cheerfully flickering candles.
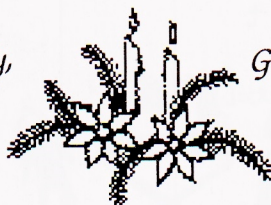
Shimmering bright tinsel strings,
Prettily twirling angels,
Golden shimmering baubles,
Gently flickering, golden lanterns,
Stars bright, stars frosty,
Beautifully spinning.

Dancing brightly, snowflakes silvery,
Gently twirling, daintily spinning,
Fragile lanterns twinkling brightly,
Prettily flickering
Cheerful fairies twinkling gently.

Hedgerows glitter in the distance,
Ponds sparkle,
Puddles shine splendidly,
On a February day.

Roads shine, houses sparkle,
Hedgerows glitter,
Bright, white, silver,
*Like crystals*

Chilly footpaths gleam.
Icy fields,
White snowflakes,
Frozen snow-drifts, frozen hills,
Hedgerows glisten like diamonds,
Snowflakes twinkle.

Rocks and ledges glint,
Streams gleam, snowflakes glisten,
Hedgerows glisten in the distance,
Icy ponds twinkle.
White valleys sparkle in the sunlight

Silver footpaths sparkle,
Silently, gently, dazzle,
Puddles shine,
Frozen fields,
Grey trees, frozen woods,
Still hills shimmer softly.
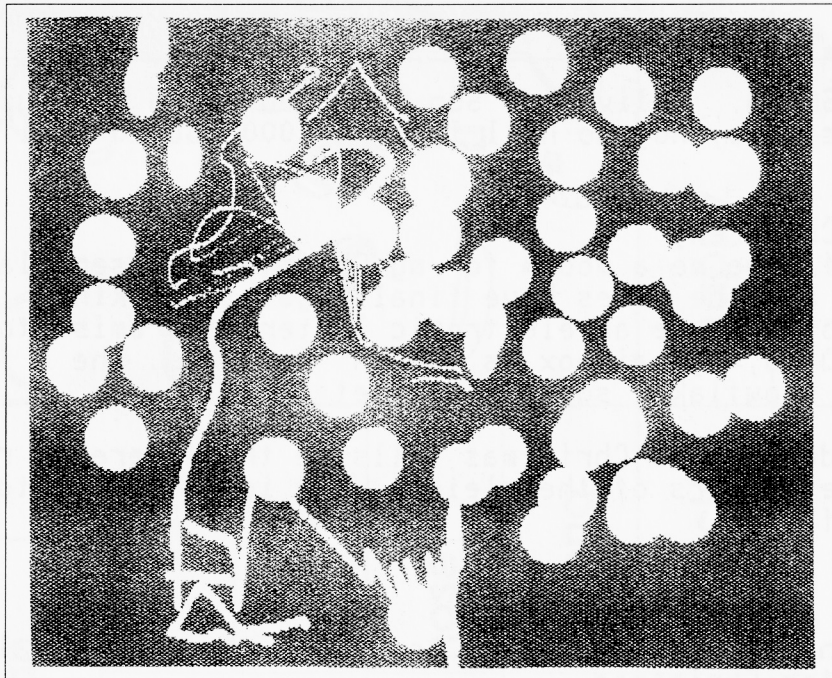
"Snowy picture" by Michael Goold, age 3 ½ years,
Malmesbury Park First School, Bournemouth.
*Michael was using **Artisan** on the Archimedes (see page 34).*

"Dear Santa....."

by Stuart Rothwell
St Nicholas' Primary School, Hurst

On returning to my parents' home over the Christmas break I once again found myself sitting in the lounge in front of the fire together with my brother and sisters reminiscing over the events of the past year and those of years gone by. My mind wandered back to those dark miserable nights in the long run up to Christmas when as a child I would sit down after tea with mum and write a letter to Father Christmas. After many attempts to get my handwriting up to an acceptable standard the letter was eventually shown to dad, carefully put into a decorated envelope, addressed and then sent on its way to the North Pole via the chimney. The fact that instantly the letter hit the coals it burst into flames didn't seem to bother me; the magic of Christmas prevailed! But what of today's children, with modern central heating, the dreaded electronic box in the corner and now the satellite dish outside? How on earth do our children communicate their requests to Father Christmas? This year at St Nicholas we have been using the most up-to-date methods, *electronic mail.*

It all began on the morning of Monday 5th December when we logged on to The Times Network System to check our mail and found the message below.

This sparked off a flurry of activity from the children who were all keen to send their requests to Father Christmas and to help him out of his predicament. The children in Class Two all put forward their ideas on how to remove the rust from the runners of the sleigh including some not so obvious such as *'Borrow Eddie the Eagle's skis and use those instead of runners'*, *'Buy a new pair of runners'* and even *'Get hold of Ben Johnson'* as he probably wasn't very busy at the time! All these solutions were typed into the word processor together with the children's requests and at the end of the day we connected the computer to the modem and dialled up The Times Network computer. Once logged on we then sent our messages in a matter of seconds down the telephone line to the main computer from whence they would be collected via the telephone network by Father Christmas.

```
From SANTA    Delivered: Sun 4-Dec-88 21:18 GMT Sys 10001
Subject: Ho, ho, ho Mail Id: IPM-10001-881204-191780069


Dear Children,
Rudolf gave me a modem for my Christmas present last
year, and the elves have finally got it working.  So
why not send me an electronic letter? I promise to reply.
If you do, my mailbox is *SANTA (and yes, the * is a
magic snowflake, so don't forget it).

Must dash - Mrs Christmas tells me that there is rust
on the runners of the sleigh.  Any ideas on how to get
rid of it?

Love, Father Christmas

PS Don't forget to let me know what you would really
like for Christmas.
```
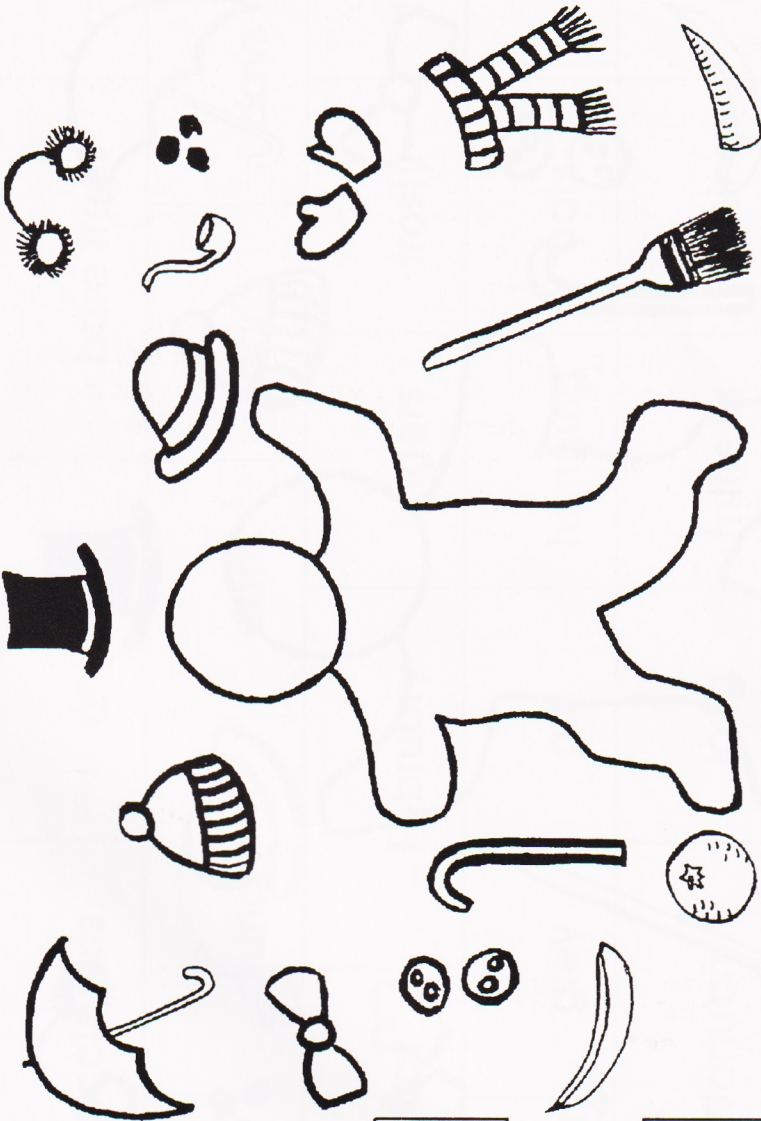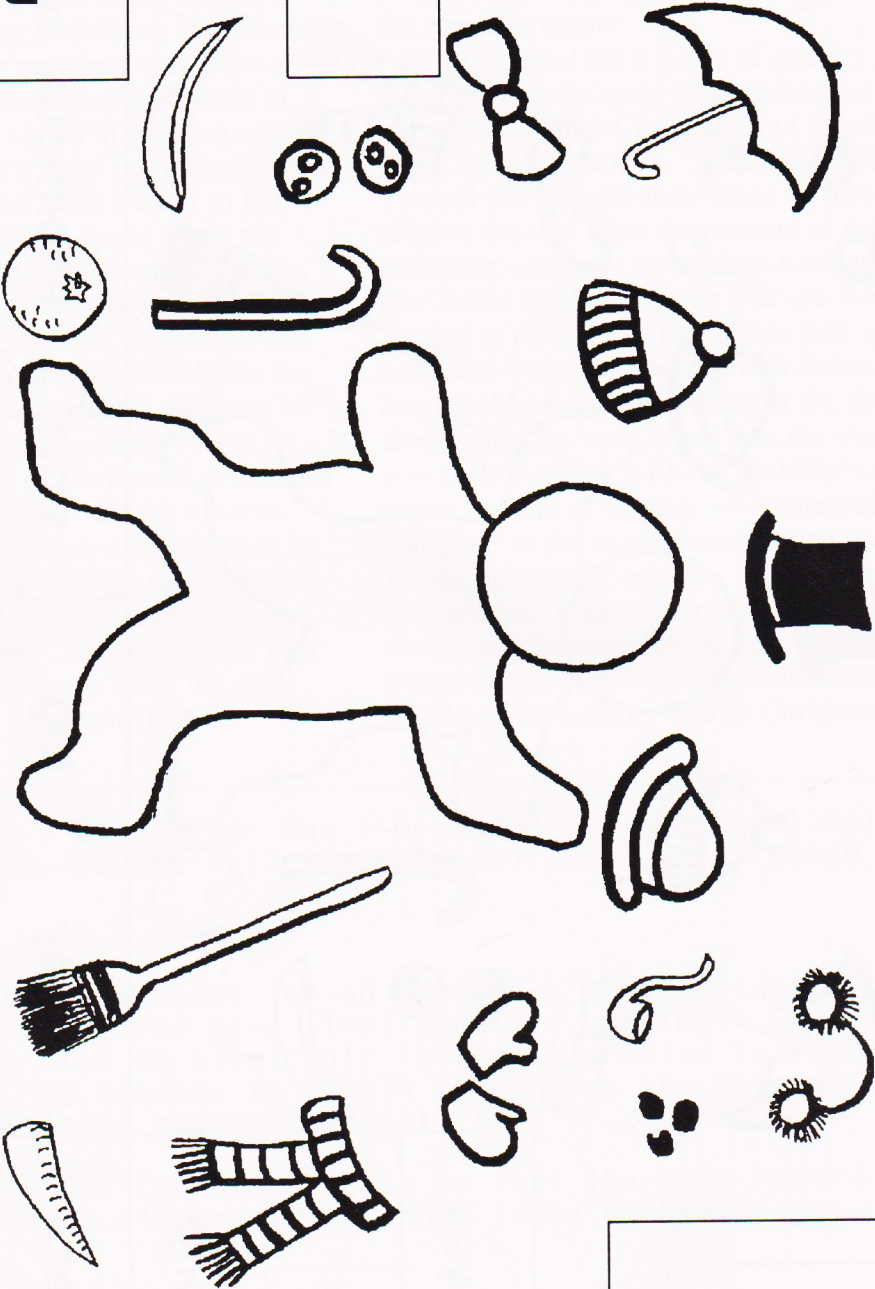
Stylus: filename: Build

Together we went

He had

for his

☐ ☐

☐ ☐

I met a snowman

He was wearing his

☐ ☐

☐ ☐

eyes

nose

long

mouth	neck	big	small	enormous	sad
round	square	triangle	happy		
1	2	3	and	a	an
DELETE	■	SPACE BAR	RETURN		

I met a								
snowman								
He was	eyes							
wearing	nose							
	long							
mouth	neck	happy	big	1	2	3	and	a	an	SPACE BAR
round	square	triangle	small	enormous	sad	.	DELETE	RETURN

Together | we went

He had | for his

Sue Murty, Berkshire IT Team

Winter is	chilly	cheeks	December	
accidents		crisp		
animals	bare trees	days	fun	hot
	dark	frosty	frozen	hibernating
crunching		fingers	hats	numb
dull	duffel coat		hanging	noses
February	dank	grit	mittens	snowball fights
grey	long		mornings	snug in bed
January			slipping	spooky
ghostly	gloves	sliding		warm clothes
ice	icicles	skiing	umbrellas	walls	DELETE
red	scarves	tingling		white	SPACE BAR
steaming hot chocolate	welcoming fires		wellies	wet	RETURN
water bottles					■

Winter is			accidents			cheeks	chilly
cold	crisp	crunching	animals	dank	dark	days	December
dull	duffel coat		bare trees				fun
ghostly	gloves	grey	grit	hanging	hats	hibernating	hot
ice	icicles	January	February	fingers	frosty	frozen	
red	scarves	skiing	sliding	slipping	snowball fights	mittens	spooky
					snug in bed	mornings	noses
		long					numb
steaming hot chocolate	tingling	umbrellas	walls	warm clothes			
water bottles	welcoming fires	white	wellies	wet	■	SPACE BAR	DELETE
							RETURN

Christmas Special 1990

DELETE SPACE RETURN

DELETE

SPACE
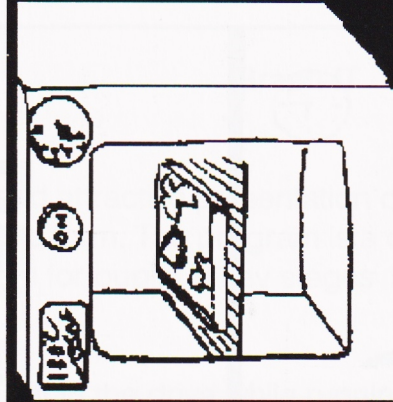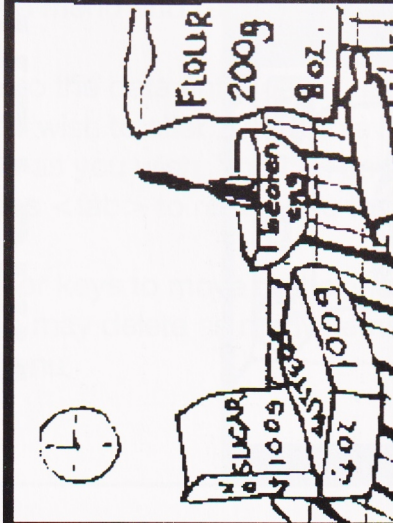
RETURN
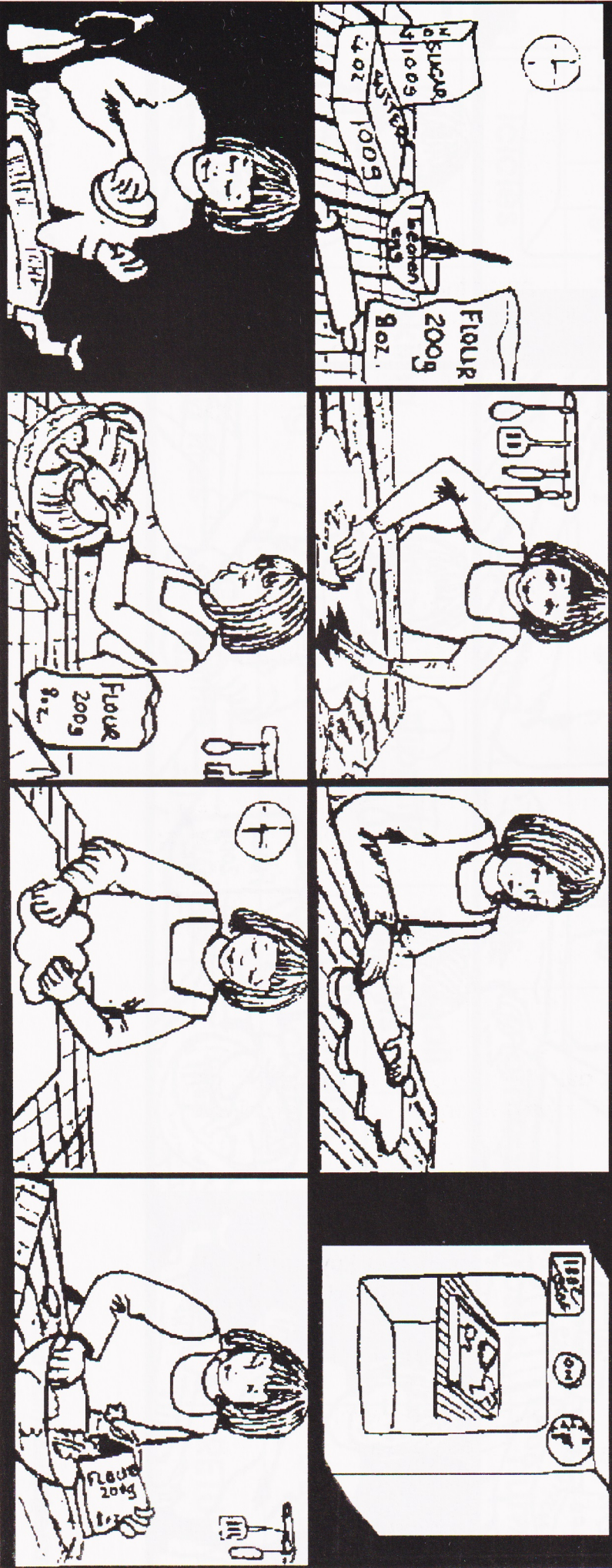
Graph-IT

Aim:

To enable the fast and attractive presentation of children's data in both tabulated and graphic form. The program is a development of the 'Datashow' program. It is suitable for pupils in key stages 1 & 2.

Overview:

The disc should be left in the drive while running the program. Users enter the data they have collected into a chart. Firstly the name of the item is required (max 20) and then the quantity of that item (whole numbers between 0 and 999 inclusive). Press <return> after each entry. Any mistakes can be edited later. Press <tab> after finishing to display the options menu. This enables users:

to continue entering data;
to change (edit) items in the existing list;
to insert or delete items from the list;
to sort the list in various ways;
to present the data as a pie chart (if 10 or less items), as a histogram, or as a line graph;
to enter a title on graphical displays (up to 3 lines of text, automatically centred);
to save and load files;
to quit the program.

When a graph is drawn, the colours may be altered or removed (leaving an outline). The screen display can also be printed out. At this point there are no screen prompts because they would also appear on the printout. *Hence, remember that typing P will send the graph to a printer and that pressing the <space bar> will allow you to continue with the program.* On some printers the pie chart may not appear as a perfect circle. The print-out takes about 3 minutes. If the printer is 'not ready', the command is ignored.

Further detail:

The menu appears to the right of the data table, and has a highlighting bar which cycles through the options (either way) when the appropriate cursor keys are pressed. To select an item press <return>.

Continue turns off the menu and returns you to the data entry chart.

Change returns you to the data entry chart; use the cursor keys and <return> to select the item you wish to alter. The whole line will be blanked out, and you can re-enter the data as you wish. You can amend as many items as you wish, remembering to press <tab> to return you to the menu.

Delete - use the cursor keys to move to the line that you want to delete and press <return>. You may delete as many items as you wish. Press <tab> to return to the main menu.

Insert works as above and allows you to insert an item at any point in the list, *above* the item indicated by the arrows (as long as there are less than 20 items to start with).

Title presents you with a three-line box at the bottom of the screen, in order to enable you to provide a title for graphs. You may select any line you wish, using the cursor keys, and type in any text (which is automatically centred). The maximum number of characters per line is 32, and there is no word-wrap between lines. Press <tab> to return to the menu.

Graph presents you with an extra menu. If you have entered ten items or less, the first option is for a *pie chart*. Pie charts tend to look cluttered if there are too many segments; hence the restriction to 10 items or less. If the pie chart is selected, there is an additional option box to allow you to choose whether you wish to present the data as numbers or as percentages. The other options are for a *histogram* or a *line graph* (or cancel to return to the menu). The histogram is a vertical bar chart, coloured alternately, initially red and yellow. The vertical calibration depends upon the size of the largest quantity, but is always ten parts, stepped by 1, 2, 5, 10, 20, 50 or 100 as appropriate. The line graph works similarly, but plots and joins points.

Sort will sort your data, either alphabetically or into order of quantity, either largest-smallest or smallest-largest. There is no option to return your data to its original order. If you select sort by mistake, or change your mind, there is an option to cancel.

Files will enable you to load, save or clear a file of data. This option has been added to the program as the result of classroom trials. It should be used carefully as it does not contain all the error traps normally associated with file handling routines.

Clear will clear all data and any title you may have entered and **Quit** exits the program.

Use of colours: Two of the foreground colours (initially red and yellow) can be changed by pressing 1 or 2. Some colours print out better than others (red, yellow and white is perhaps the best combination). Pressing 3 turns all the colours on the pie chart or histogram to white, so that when a graph is printed it appears in outline.

Next morning all the children were eager to log onto the computer once again and see if they had received any replies to their requests and suggestions. They were not disappointed! Each child who had written received an individual reply addressed to them personally: there was also a general reply to their suggestions on removing the rust from the runners - the only problem now, he commented, was that the sleigh ran on for miles and miles and he would like some suggestions on how to stop it!

This problem was passed on to the older children who, despite being almost eleven, became totally engrossed in the process of designing a system to stop a flying sleigh!

Once again the solutions were typed in on the word processor and sent off all together at the end of the day, in a matter of seconds, so avoiding lengthy and expensive telephone bills. Santa was so good; he replied to **all** the children who wrote to him individually although I believe he **did** receive just a little help from Mrs Christmas! Who says the magic of Christmas has gone?

Father Christmas I want a racing car please and Father Christmas how are your reindeer ?

Love Peter

```
Dear Peter

The reindeer are polishing
one another's antlers so
they look as smart as smart
can be on Christmas Eve, and
one of the elves has just
found a racing car which
says "For Peter" on it!

love from Santa
```
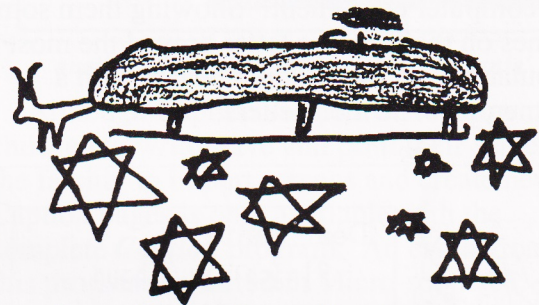

Dear Santa Claus, How is Mrs Santa Claus and the reindeer and the dwarfs? I would like a car and I know how to get the rust off your sleigh- polish it.

From

Nicholas

```
Dear Nicholas

Of course! Polish! How
simple. Thanks for the
tip. We will try to pick
you out a very nice car.

Love from Father Christmas
```

*Editor's note: Details of the electronic mail system for schools can be obtained from Campus 2000 whose address is given at the end of this book. This article is an edited version of one which first appeared in **The BEAM IT Book** in June 1989.*

"Dear Santa..."

Arlene Rutherford
All Saint s Infants School, South Tyneside

Write/Draw was written for South Tyneside LEA by Pete Dorman who is now an advisory teacher in Kent. Discs on many themes are available, with scenes ready for children to add their own text using the program's word-processing facilities. Amongst these discs is a Christmas one, with scenes from the Nativity story, and the picture chosen by my children, *A Letter to Santa.*

The children had until recently made little use of IT in their classroom work and as I am a supply teacher in the school, my experience was almost as limited as theirs. It was for this reason that I thought Christmas would be the ideal opportunity to motivate all of us to use the computer equipment! Showing them some scenes on the disc, the letter proved the most popular and so the children began, with a partner, to write their letters.

could be proud and which provided an excellent display for the classroom. The letters also provoked endless discussion as to why certain people had asked for particular items. The children were able to take a second copy home, much to their delight and that of their parents.

Although the process took a long time, with creation of text being done on-screen in the best possible tradition, the look on the children's faces when they saw the final printout of their labours convinced us all of the benefits of using the computer in the classroom.

For very little textual input, the children had a printout of something of which they

Editor's note: Write/Draw has been succeeded by NCET's Caption. Now read on ...!

Christmas Caption

Chris Hopkins and Chris Robson
Berkshire LEA

The successor to *Write/Draw* is *Caption.* The program comes with a wide variety of screens ready for classroom use and the facility to design new pages related to specific activities, helping to reinforce and enhance the work taking place in the classroom. Some of the examples are screens created for specific purposes and help to illustrate the many ways in which the program can be used and the different forms of writing they can stimulate and encourage. There is also a section in the documentation giving suggestions for classroom use. *Caption* can be used in conjunction with a Concept Keyboard using *Concept* to create the overlays.

The Christmas *Write/Draw* disc to which Arlene Rutherford refers is now available as one of a set of Christmas Caption sampler discs. Other Caption sampler discs have been created to accompany familiar programs such as *Albert's House, Pip goes to the Moon* and *Podd,* or to support language work in a variety of topics. Further details of these are available from Oldham SEMERC.

another Christmas Caption 'Letter to Santa'

Although Caption sampler discs allow children to write, save and print their screens, the facility to import screens and create new Caption pages is only available with the complete *Caption* program. An evaluation of this program appeared in Micro-scope 28.

'Two Robins' is another of the Christmas Caption screens. Jokes from Tayside's "Computers at Christmas".
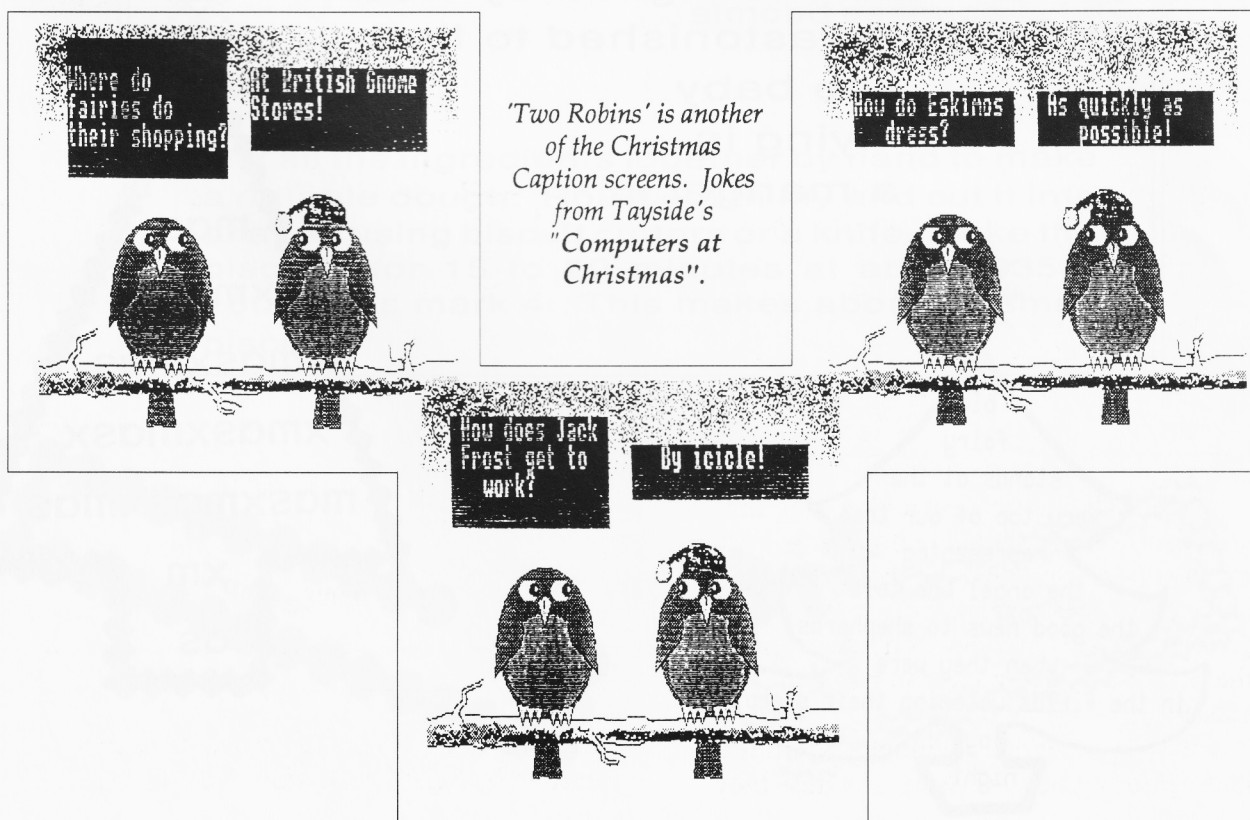
Christmas writing

Writing and word processing programs are now in widespread use, with and without concept keyboards. Programs for the BBC, Archimedes, RM 480Z and Nimbus produce different effects in a wide variety of fonts and can be put to good use in any classroom. The writing and overlays illustrated on the next six pages show just a few ideas; program details are given at the end of the book.
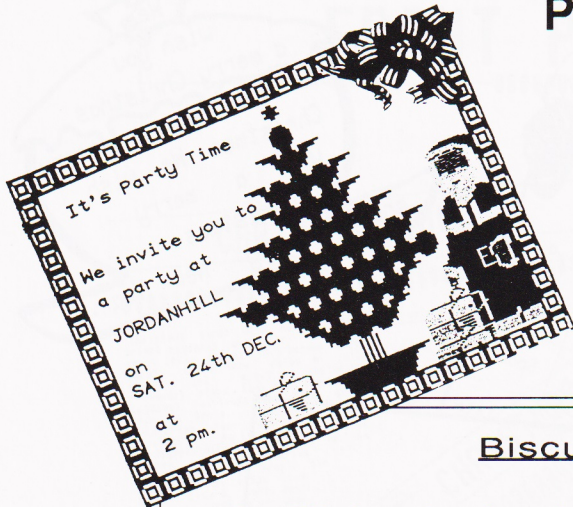
At
the top
of the tree
there is a star
to remind us of the
time when the three
wise men came from the
east searching for the new
born king. When they arrived at
Bethlehem late one night they were
overjoyed and astonished to find
the baby
lying in
a manger

At
the top
of the tree
there is a star
to remind us of the
time when the three
wise men came from the
east searching for the new
born king. When they arrived at
Bethlehem late one night they were
overjoyed and astonished to find
the baby
lying in
a manger

A
big
fairy
stands at the
very top of our tree
representng
the angel who told
the good news to shepherds
when they were
in the fields watching their sheep
by
night.

x
mas
xmasx
masxmas
xmasxmasx
masxmasxmas
xm
as

Party Time!

It's Party Time

We invite you to a party at JORDANHILL

on SAT. 24th DEC.

at 2 PM.

Thank You

----

will be at your party

on

at
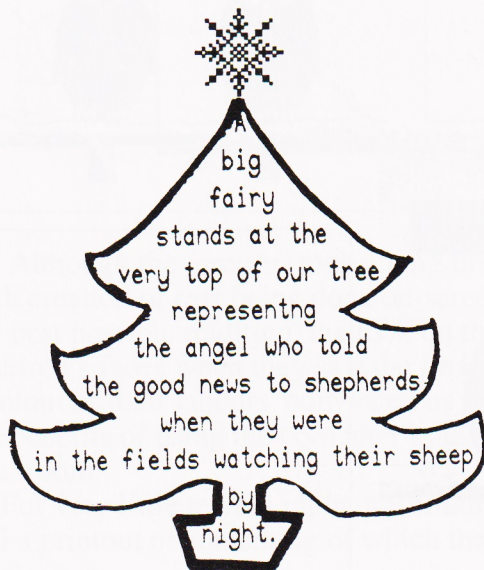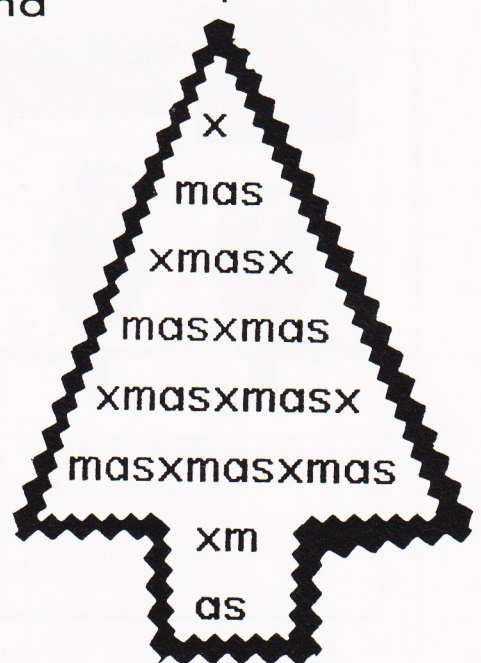
Biscuits from Finland

In Finland, tiny biscuits , cut in a variety of shapes - stars, hearts, circles, little people, crescents - are baked and bundled up, a few at a time, in bright paper tied with ribbon. These bundles are used as small gifts and could be given at the end of a party to take home.

What you need

150g plain flour
25g brown sugar
100g margarine
1/2 teaspoon
almond essence

What to do

Mix all the ingredients together by hand to make a rollable dough. Roll it out thinly and cut it into shapes using biscuit cutters or a knife. Bake the biscuits for 15 to 20 minutes at about 335F/ 180C/ gas mark 4. This makes about 25 small biscuits.

James

Mary

A letter to Santa

Overlay using PROMPT/WRITER

letter

Dear	,	'						a	I
please							me		
can						for	Christmas	Space	
you						leave	Capital		
bring					good				love
new					to	be		and	
will	try			Rudolph					
some									

We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas and a Happy New Year.
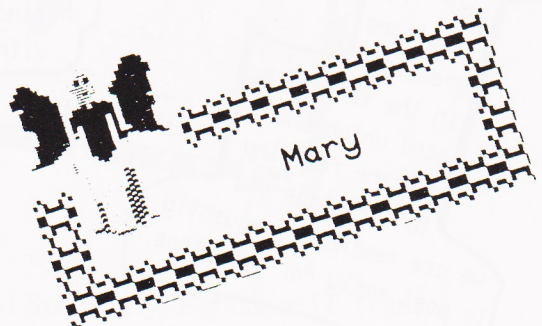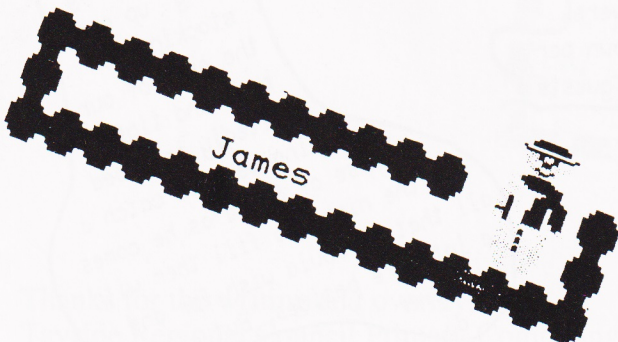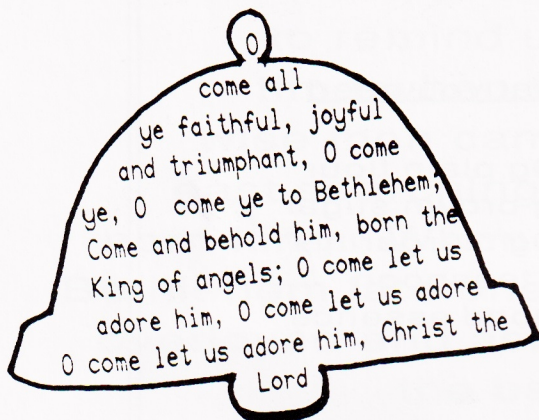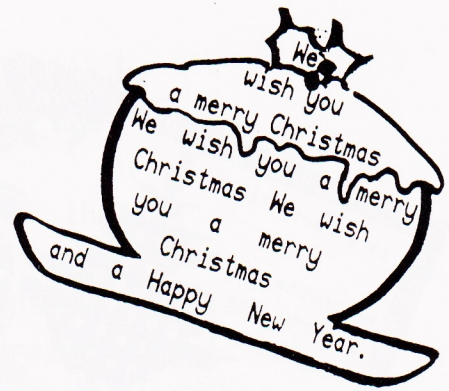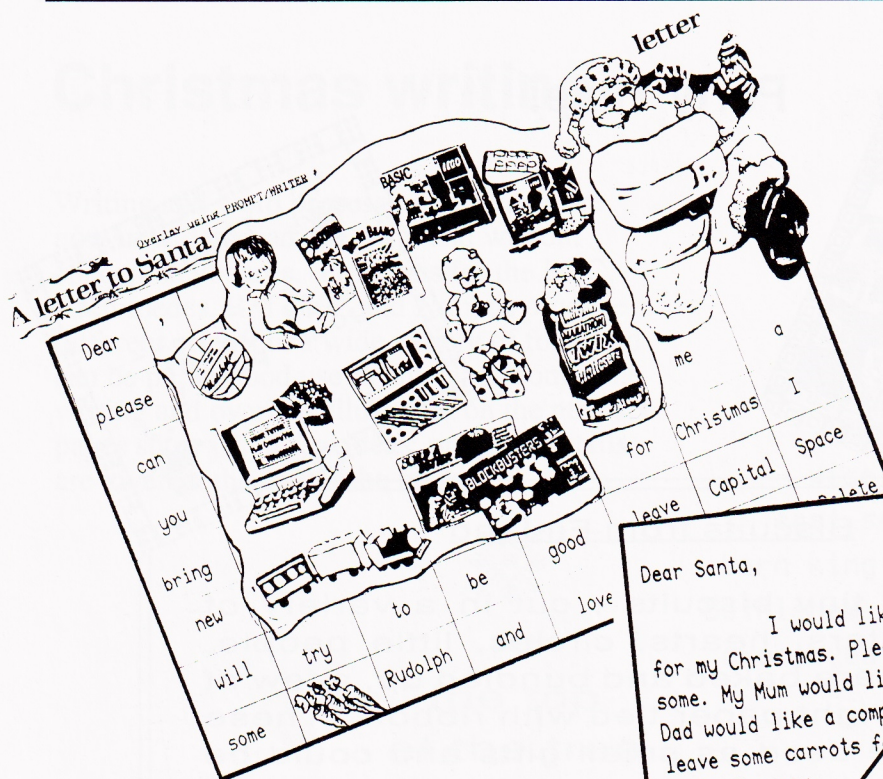
Dear Santa,

I would like some new books for my Christmas. Please can some. My Mum would like a Dad would like a comput leave some carrots f apple for you.

22 Park Road,
Dundee.
1/12/88

Dear Santa,
Please can you bring a new train set for my Christmas. I will try to be good. I will leave some carrots for Rudolph and a surprise for you.
Love from,
Tommy.
xxx

O come all ye faithful, joyful and triumphant, O come ye, O come ye to Bethlehem; Come and behold him, born the King of angels; O come let us adore him, O come let us adore O come let us adore him, Christ the Lord

At Christmas time it is the custom to send your friends and relations greetings in the form of a card which shows a scene relating to Christmas and we are reminded frequently to post early for Christmas.

A cheery warm glow lights up the dark room flickering now and again as if the Christmas spirits were having their own party without any guests

On the eve of Christmas we carefully hang up our stockings on the ends of our beds and tiptoe excitedly into bed hoping we will catch a glimpse of Santa as he comes in the night to fill them with all that we could wish for and a lot more besides. But alas we never do

FRONT PAGE EXTRA

Thanks for the writing and overlays to:
Tayside Regional Council Primary Computing Unit and Sue Murty, Berkshire IT Team

Three overlays to be used in conjunction with sequencing activities

filename *recipe*

DELETE	SPACE	RETURN

filename *snowman*

HOW TO MAKE A SNOWMAN.
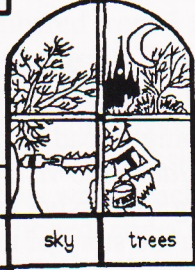
Sue Murty BIT Team

filename *story*

DELETE	SPACE	RETURN

Three overlays for use in creative writing

filename _frost_

cold	crisp	silver
white	frozen	
frost		
twinkling	gleaming	
glittering	sparkling	
	sky	trees
windows	fields	garden
lakes	roads	patterns	figure	fingers

decorated	painted
iced	came
scribbled	stole
magical	secretly
ghostly	creeping
slippery	dangerous

Sue Murty BIT Team

filename _build_

I met a snowman							Together we went
He was wearing	eyes						He had
							for his
☐	☐	nose					☐ ☐
☐	☐	long					☐ ☐
mouth	neck	happy	big	small	enormous	sad	DELETE
round	square	triangle	1	2	3	4	and	a	•	RETURN

Sue Murty BIT Team

filename _letter_

	FOR				
	asked		here	I	
	very	2	nice		
Thank	You				
	the			your	My
		look	a	HAVE	in
	Merry		much	delete	← →
			•	return	↑ ↓

Christmas Explorations

Chris Robson
*Berkshire LEA*

Word processing is not the only way in which concept keyboards can be used in language activities.

Touch Explorer Plus is an extremely versatile program which was developed from the Blue File program **Touch Explorer** (see **Christmas Cracker,** page 3). As children touch the Concept Keyboard text is displayed on the screen. The 'scene' which is explored in this way can be anything from a country-side picture or a treasure map to a Christmas tree or a Nativity scene. Using the same paper overlay up to six overlay files of differing complexity can be 'linked' and the layers moved between at will. All the text which appears on screen can be printed out immediately; alternatively, when the program is used on a Master 128, text can be transferred to the Notepad where it can be edited, added to and printed out. Three ideas are given here:

Any commercial advent calendar can be used to make **Advent,** as in this example. It needs only one 'layer'. When window 1 is pressed and opened the message displayed on screen might read: *'Long ago, God sent the angel Gabriel to visit the town of Nazareth.* Pressing successive windows takes the reader through the story of the first Christmas, and as all the text is entered by the teacher, the story can be adapted to suit readers at any level.

✳ ✳
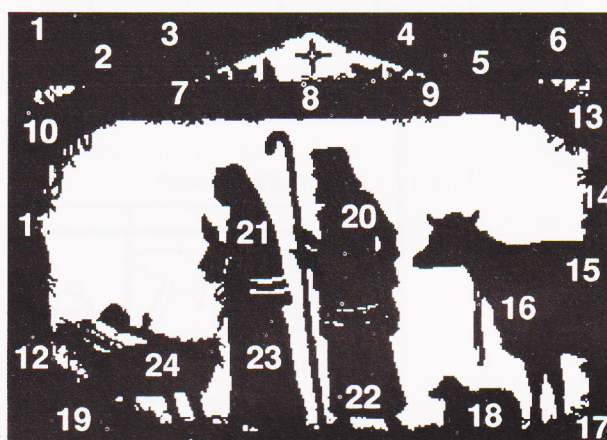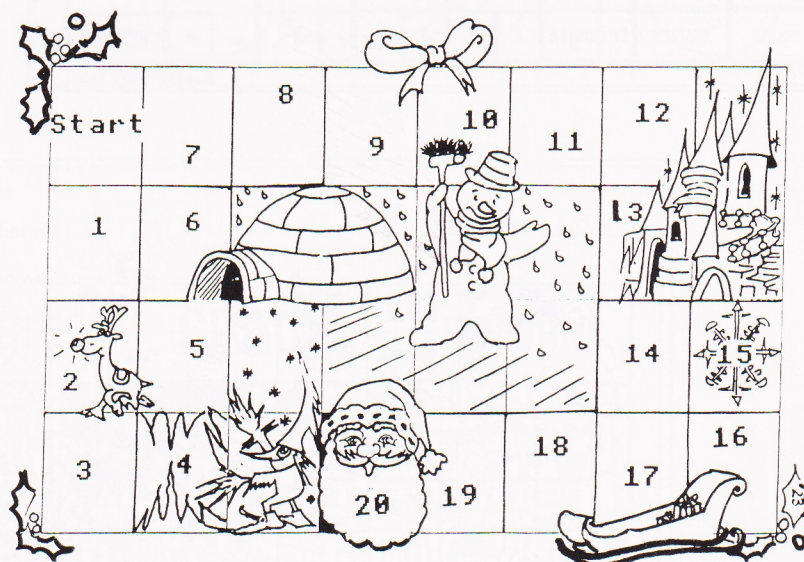
In Tayside's **Game,** used with a dice and counters, the squares could also be programmed sequentially to tell the Christmas story. Alternatively, each square could contain a number puzzle or general knowledge question which has to be answered correctly.

Nativity takes full advantage of the facilities of *Touch Explorer Plus*, using six linked overlays and the Notepad. The overlay picture is an 'empty' nativity scene with one large star labelled 'N' (to allow access to the Notepad), and six smaller stars numbered from 1 to 6, (to allow the level to be changed). This picture is covered with transparent self-adhesive film. The scene is completed by adding people and animals in the correct places; by pressing the overlay, the message shows where each of the characters should be positioned, and a small piece of BluTack on the back of each of the people and animals ensures that they stay where they are put as the scene is assembled. A separate file can be made for each layer with text to suit children of different ages and levels of reading ability. For example:

Level 1: *single words:* eg Joseph; a shepherd.

Level 2: *short sentences:* eg This is Joseph; Here is a shepherd.

Level 3: *longer sentences:* Joseph was a carpenter; The shepherd is looking after his sheep on the hillside.

Level 4: *Who am I?:* I am a carpenter and the husband of Mary. Who am I?; I was looking after my sheep when I saw a bright light in the sky. Who am I?

Levels 5 and 6 make use of the Notepad. By pressing N the text is transferred to the Notepad where it can be edited, saved and printed.

Level 5: *Cloze procedure:* My name is ------ and I am married to Mary. I am a ---------; My job is to look after ----- on the hillside. I brought a ---- as my gift for -----.

Level 6: *Creative writing:* Use the books in the library to find out more about a carpenter. What tools does he use?; Are you wearing anything made of wool? Find out how sheep's wool is made into knitting wool.
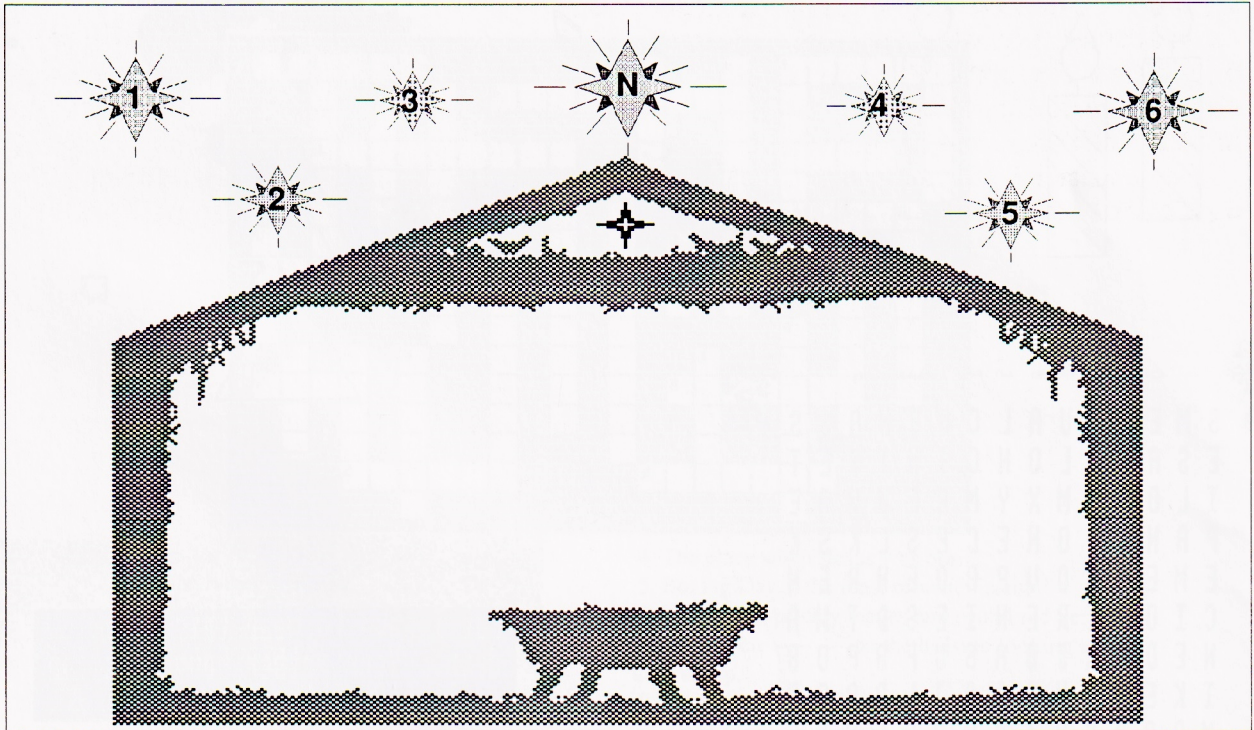
New year explorations

Many high street shops stock sets of colourful pictures and self-adhesive characters on a variety of topics, such as houses, dinosaurs, space, the building site, Spot the dog, the Zoo, Mr Men etc. These are ideal for making **Touch Explorer Plus** explorations. A blank grid drawn on acetate and placed over the picture is helpful when creating overlay files in this fashion.

Editor's note: Touch Explorer Plus is currently only available for the BBC micro but versions for the Nimbus and Archimedes are under development.

Another Christmas Cracker

COMPOSE

Tune file="CHRISTMAS"

COMPOSE

Tune file="SANTA"

"But I have to wear this hat, dear. Your mother bought it for me last Christmas!"
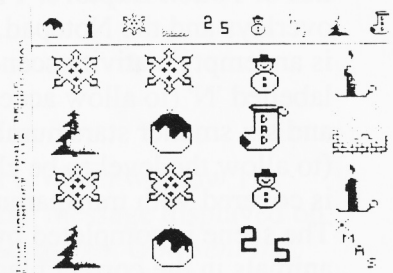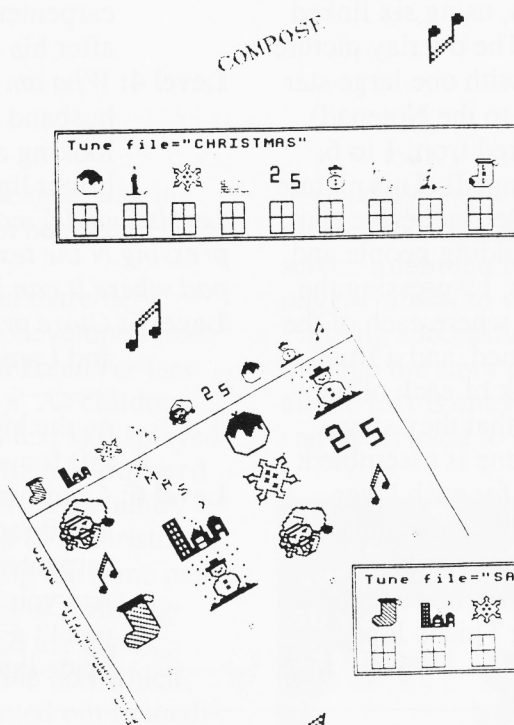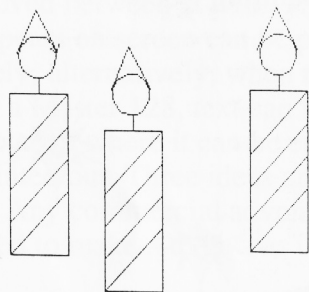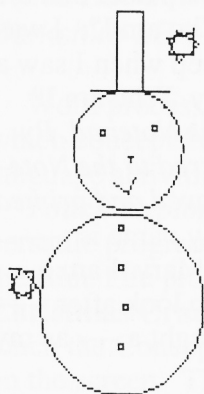
CHRISTMAS WORD PUZZLE

```
S M E R S U A L C A T N A S S
E S A S A L O H C I N T S E T
I L O S M M X Y M R E U V A E
P A N E T O N E C E S L K S K
E M E A S O V P B O E H R E N
C I O P I R E N I E S D T W A
N E D W R J B A S U F A P O B
I K E M H N O S O J L P A G R
M A A D C R I B A P A E H N E
O K R P R N A T O T N R E I T
F E T H E B X M A S A E T D T
M L N L H O P A K E F N Y D E
O U U D T I N G D A E O I U L
M J U L A D A S O P B E Q P X
L U C W F T D J P O U L D B O
```

Julekake   Letterbanket   Julenisse Elves
Panetone   Pudding   Baboushka
Posada   Oplatel   Befana
Pinatas   St. Nicholas   Father Christmas
Mince Pies   Pere Noel   Santa Claus
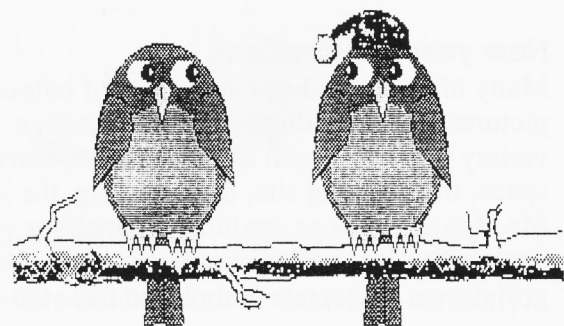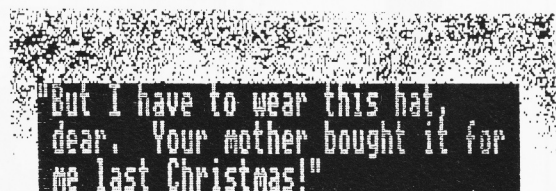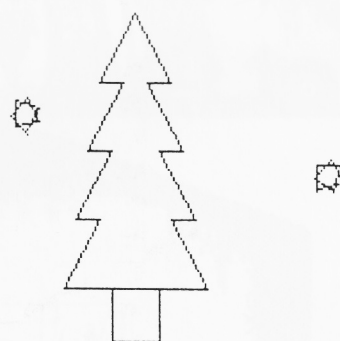
Archimedes Crossword Call-Up

Des Thomas
DT Publications

The new enhanced version of *Crossword Call-Up* for the Archimedes/A3000 operates in a similar manner to the original BBC version and also includes the Christmas clues (see **Christmas Cracker**, page 4). Although the Epson printer driver is built in as the default system, the RISC-OS printer drivers will override this if loaded. The printer options allow the user to set the format of the clues - useful for cut-and-paste - and to save the crossword grid and cluefile as a sprite and textfile respectively (in the SAVED directory), enabling them to be incorporated into magazine or newspaper pages using a desk-top publishing or page layout program.

This example was imported into Computer Concepts' *Impression* and a little festive cheer added by Father Christmas - scanned from a book of clip art - and titled using the *Snowball* font from 4mation's *Poster*. This font is also available as a single font under the name *Xmas*, from the Electric Font Foundry.

Clues for ACROSS
1. The father of Jesus.
5. Rudolph pulls Santa on one.
8. The --------- in a pear tree was a gift on the first day of Christmas.
10. Joseph was a ---------.
11. Santa lives at the North ----.
14. Christmas Day is the 25th of --------.
19. Another name for Wise Men.
20. The sweet smelling gift of the Wise Men.
27. We eat it for Christmas tea.
28. The angel who told Mary she was going to have a baby.
29. Mary rode one to Bethlehem.
30. It gets pulled at Christmas.

Clues for DOWN
2. You hang up a -------- on Christmas Eve.
3. Another word for present.
4. The place where Jesus was born.
5. Boxing Day is the feast of which saint ?
6. It has dark, prickly leaves and round red berries.
7. There were --------- on the hillside looking after their sheep.
9. We decorate a Christmas ----.
12. Used for opening nuts.
13. Rudolph was one.
15. Stars shine --------.
16. The most famous reindeer.
17. A short way to write Christmas.
18. There was no room in the --- for Mary and Joseph.
21. The name we give to the birth of Christ.
22. Father Christmas comes in this way.
23. The mother of Jesus.
24. The king in Jerusalem at the time of Jesus' birth.
25. The 26th of December is ------ Day.
26. Another word for Father Christmas.

Answers on page 40

Glue, Glitter and a Mouse!

David Blakeley
Malmesbury Park First School, Bournemouth

Until last autumn my school possessed only two BBC B's and a Master but as we were then in a position to purchase two more systems, we decided to take the plunge and buy two A3000 s. I had no doubts that these machines were right for us but I *did* have reservations concerning the availability of appropriate software for our age of children (3 to 8 year olds). We decided that if we were to break this Catch 22 situation then we had no choice but to opt for the more powerful machines. Upon the recommendation of one of the members of our county advisory team we chose the graphics program *Artisan* as our first piece of software and at the same time purchased an Integrex colourjet printer.

Throughout the school we were already beginning to plan for all the children to make their own place mats for use at lunchtime. I decided, therefore, that my class of 6 to 8 year olds could do this using *Artisan* and our A3000s. Children were allowed to work individually or in pairs with the minimum of instruction. This included the use of the mouse, how to move from menu to menu, choosing pen shapes, size and colour. The children were then left to get on with it. They very quickly started to produce pictures but more importantly they began to become quite adventurous with the program, finding and experimenting with new facilities. In this way, the children began to learn a lot from each other; in a few weeks they all managed to complete a mat. The results were quickly put to practical use on the lunchtime tables but an equally important result was the confidence and familiarity which the majority of the children now had with the new software and hardware.

Christmas was in sight and it seemed a natural choice therefore to design our Christmas cards with *Artisan*. Now that the children were more confident with the program they quickly produced a design. It was at this time that I began to discuss with a member of the advisory team ways in which this activity could be extended and we came up with the idea of getting the children to use their Christmas card pictures to design wrapping paper. This could easily be achieved by reducing the picture on the screen into a much smaller one and then converting this into a sprite. A sprite can be used to produce potato print-type patterns across the screen. Although the children did require help in the conversion process, they quickly mastered the technique of printing in various ways with the sprites to produced different paper patterns. The results were both impressive and exciting. Had we been using *Artisan 2* these patterns could have been done more mathematically but it seemed more appropriate at the time for the children to print their own configurations as they would have done if they were using a potato or other printing tool. We also discovered that we could use these sprites to make a gift tag and by further reducing the size of the picture the children were also able to make their own Christmas stamps. There was no holding the children back now and production moved into top gear.

It was at this time that parents and others passing through began to take notice; the investment we had put into the hardware suddenly seemed justifiable even to the most sceptical!

What we discovered was that using a more powerful computer than those we were used to did *not* make things more difficult for us - quite the reverse. Apart from loading the software and saving their pictures the children did not have to use the keyboard. The whole program was run using a mouse, the use of which the children mastered quickly. At the same time our nursery department became interested in using the equipment. Although it's true to say that the 3 and 4 year olds did require more assistance they were quite competent in handling the mouse and though their first pictures took the form of simple doodles already they are beginning to draw quite complex pictures (see page 19).

So what's happened to all the dripping paint, glue, glitter and shiny paper that is such a feature of the first school classroom, and without which Christmas or indeed any other season of the year would be incomplete? Well, I'm happy to say it's all still in evidence. Computer graphics has not pushed it out and I am sure it never will. Instead computer art is now taking its place alongside those other activities as simply another way of producing pictures; what I am beginning to find now is that, as the hardware is becoming more readily available, children are beginning to make choices for themselves. They are starting to use IT as a resource alongside other traditional classroom resources. So roll on Christmas with your glitter, glue, crepe paper, cotton wool, felt tips and dripping paint .... Oops... and I nearly forgot... *Artisan*!

Editor's note: Our apologies to the children of Malmesbury Park First School for not being able to show their work to its best advantage, in colour. We hope nevertheless that these photocopies give you some indication of the exciting possibilities of putting a powerful micro in the hands of young children!

wrapping paper by Milan Parodi
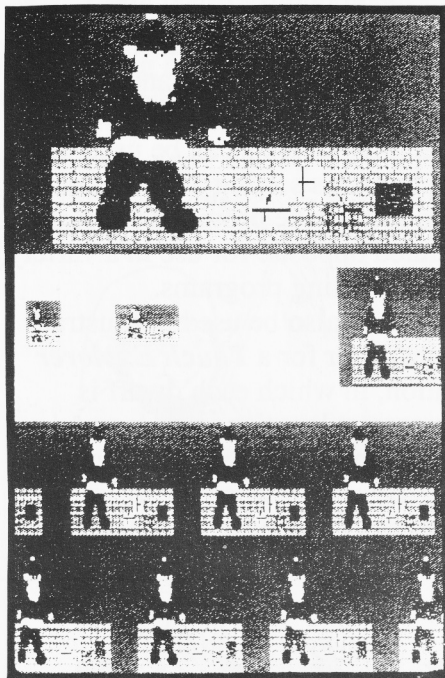
card, gift tag, stamp and wrapping paper by Rosalind McCabe
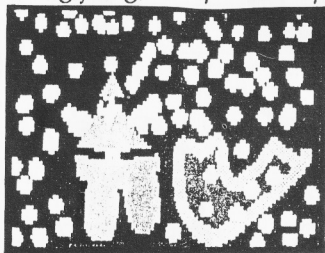
design by Emily Grigsby
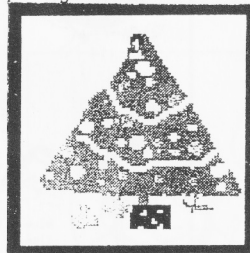
design by Anju Dabysing

design by Peter Thorne

card, gift tag, stamp and wrapping paper by Matthew Doughty

Christmas Data Handling

Chris Hopkins and Chris Robson
Berkshire LEA

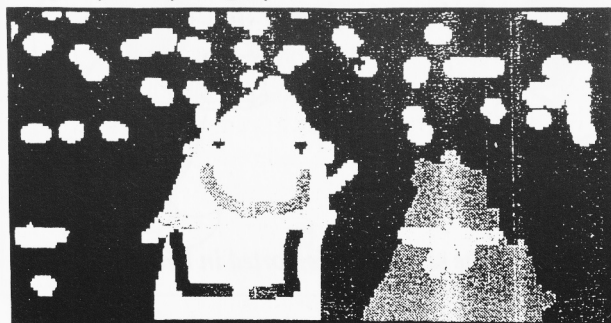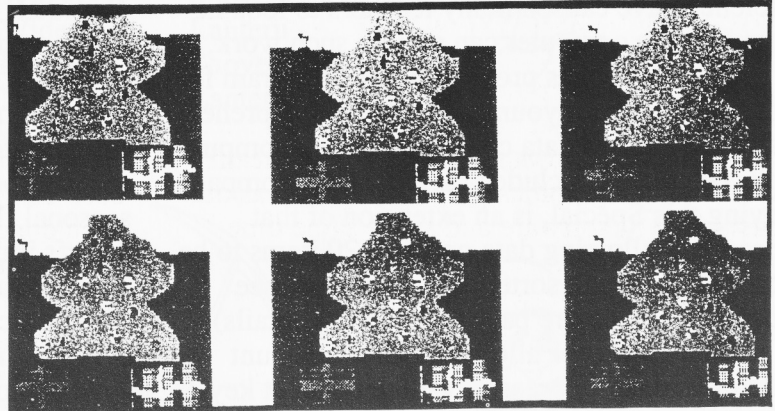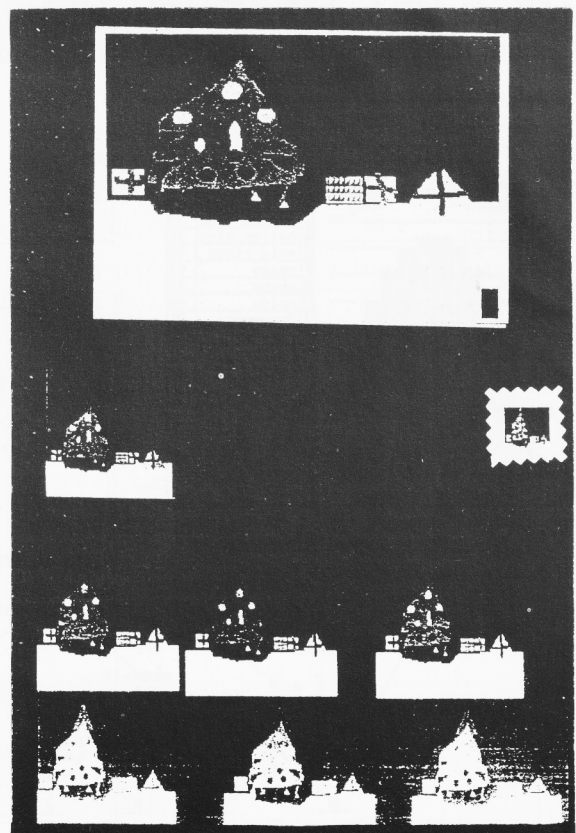Sorting and classifying objects - shells, sets of shapes, animals, modes of transport, even Christmas presents! - is an essential activity in the primary classroom. Whilst it is important that such activities continue to take place *away* from the computer, references to handling information in the National Curriculum orders for technology, maths, English and science have caused many teachers to look at the role the computer can play in such work.

Data Show has proved an ideal program for introducing both young children and apprehensive teachers to data collection on the computer; *Graph IT*, included on the disc accompanying this Special, is an extension of that program, allowing data on up to 20 items to be collected, saved, sorted and displayed (see page 40 and centre pages for further details).

Data Collector allows children to count items of data by pressing on the concept keyboard; using the sample file *Birds* a group of children can observe birds visiting the school bird table and begin to test their hypotheses about the relative frequency of visits by robins, blue tits, blackbirds etc.. Once the data has been collected it can be displayed as either a bar chart or a pie chart since the program uses the data display functions of *Data Show*. New overlays can be designed using the utility disc from *Prompt Writer;* alternatively data items can be typed in directly and appropriate pictures placed on the blank overlay provided.

Many teachers have found branching databases such as *Sorting Game* and *Branch* useful in helping children to develop classification criteria. Any objects can be used but to give your children's sorting activities a seasonal flavour we have provided the seven dwarfs illustrated opposite for use in a variety of information handling programs.

The pictures can also be used to illustrate overlays in *Stylus*, or for a *Touch Explorer Plus* exploration, in which each dwarf is placed in the correct location in an 'empty' cottage or woodland scene by matching his characteristics described when an area of the keyboard is pressed (see page 31).
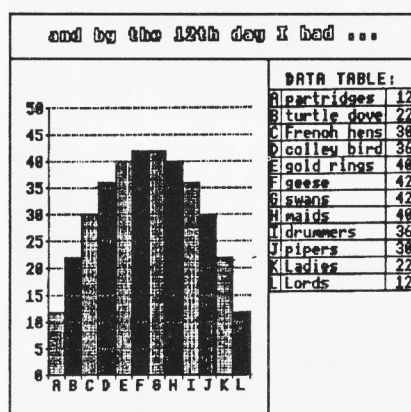
The collection of presents amassed during the 12 days of Christmas, displayed in Graph IT!
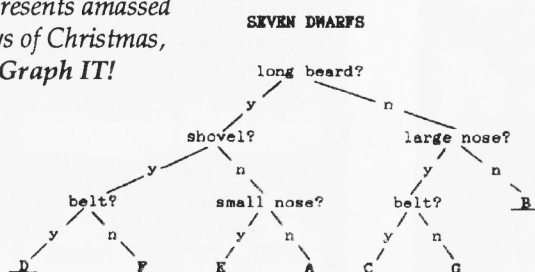
Birds overlay from Data Collector
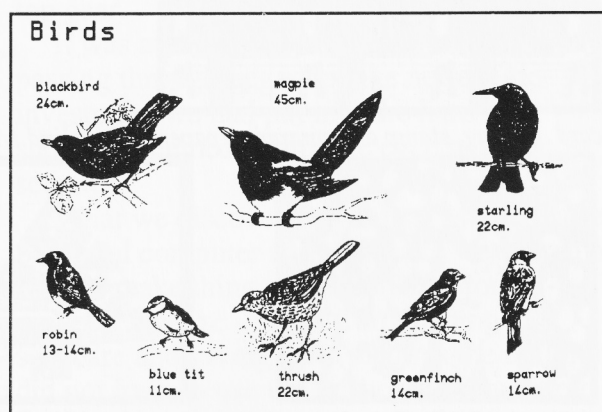
The seven dwarfs, sorted in Branch

The Seven Dwarfs

Each of these dwarfs has a different set of characteristics and can be made even more varied by photocopying the page, then giving them names and colouring hats, jackets, trousers and boots in different colours. The completed dwarfs can be used for sorting activities both at and away from the computer. Suggested programs: *Sorting Game, List Explorer, Branch, Noticeboard, Our Facts, Grass, DataSweet.*

A	Long beard	Large nose	Wide belt	Pick
B	Short beard	Small nose	Narrow belt	Pick
C	Short beard	Large nose	Narrow belt	Pick
D	Long beard	Small nose	Wide belt	Shovel
E	Long beard	Small nose	Wide belt	Lantern
F	Long beard	Large nose	No belt	Shovel
G	No beard	Large nose	No belt	Lantern

Based on an idea by Janice Staines, NCET; dwarfs drawn by Jenny Russell, Berkshire LEA

Software and other resources

Producing a software list is never easy, since it becomes out of date almost as soon as it is written, and there is always the real danger of leaving out someone's favourite program! We have listed here all the programs referred to in the Christmas Special and added others which you may also find useful. Whilst we have tried to indicate the micros for which programs are available, Nimbus users should note that a number of BBC programs will run using Nimbus BBC Basic.

 * Indicates that the concept keyboard can be used; ** indicates that it is essential.

Word processors and text handling programs

AllWrite	Nimbus	ILECC
Caption *	BBC	NCET
Caxton	480Z, Nimbus	Newman Software
Caxton Signwriter	480Z	Newman Software
Chad	Nimbus	Northamptonshire Computer Centre
Concept **	BBC	NCET
Crossword Call-Up	BBC, Archimedes	NORICC
Developing Tray	BBC, 480Z	MEP Language pack/LEA centres
	Nimbus	ILECC
Folio* (& European Folio)	BBC	Tedimen Software/esm
	Archimedes	esm
Infant Tray	BBC, 480Z	MEP Infant pack/LEA centres
	Nimbus	ILECC/LEA centres
Intro Tray *	BBC	Blue file/Oldham SEMERC
Make, Edit &	480Z	MEP Infant pack/LEA centres
Play your own adventure	BBC	LEA centres/ esm
PenDown *	BBC, Archimedes	Longman Logotron
PenDown Toolbox (inc. Signwriter)	BBC	Longman Logotron
Pop **	480Z	Wolverhampton LEA
PrintBox	BBC	Longman Logotron
Prompt Writer *	BBC, Nimbus	NCET
Stretch	BBC	4mation Educational Resources
Stylus (replaces Concept Writer) *	BBC, Nimbus	MAPE Information Officer
	Archimedes	NORICC
TinyWord	Nimbus	Northamptonshire Computer Centre
Touch Explorer Plus **	BBC	NCET
	Nimbus, Archimedes	under development
Varilay Plus *	Nimbus	Staffordshire Computer Centre
Wordplay	BBC, Nimbus	distributed with this Special/MAPE
Wordpress *	480Z	Staffordshire Computer Centre
Wordsquare	BBC	Blue file/Oldham SEMERC
Write	480Z, Nimbus	Oxfordshire LEA

Desk Top Publishing and page layout programs

Caxton Press	480Z, Nimbus	Newman Software
Christmas Tales	BBC	RESOURCE
Desk Top Stories	Archimedes	RESOURCE
Fairy Tales	BBC	RESOURCE
Front Page Extra	BBC, 480Z	MAPE Information Officer
	Nimbus, Archimedes	Newman Software
NewSPAper	Nimbus	SPA
Pixel Perfect	BBC, Archimedes	AVP
Poster	Archimedes	4mation Educational Resources
Typesetter!	BBC	Sherston Software

Graphics and music programs

Artisan, Artisan 2, Pro Artisan	Archimedes	Clare's Micro Supplies
Compose *	BBC, Archimedes	ESP
Compose Play	Archimedes	ESP
Image *	BBC	Cambridge Micro Software
Picture Builder *	BBC, Archimedes	Newman Software
Picture Craft	BBC	BBC Software
	Nimbus	ILECC
Poster	Archimedes	4mation Educational Resources
Screenprint	BBC	esm
Snatch	BBC	4mation Educational Resources
Snippet	Archimedes	4mation Educational Resources
TinyDraw & TinyLogo	Nimbus	Northamptonshire Computer Centre
	Archimedes	Topologika

Information Handling programs

Branch @	BBC, 480Z	MEP Project Work pack/LEA centres
	Nimbus	Oxfordshire
Data Collector	BBC	Chris Hopkins
Data Show @	BBC, 480Z	MEP Maths pack/LEA centres
DataSweet	Archimedes	Hampshire Microtechnology Centre
First Facts	BBC	RESOURCE
Graph IT	BBC, Nimbus	distributed with this Special/MAPE
Grass	BBC, Nimbus, Archimedes	Newman Software
Grasshopper	BBC, Nimbus	Newman Software
	Archimedes version under development	
List Explorer **	BBC	NCET
Noticeboard @	BBC	esm
Our Facts @	BBC, 480Z	MEP Infant pack/LEA centres
	Nimbus	Northamptonshire Computer Centre
PSS Primary Spreadsheet	BBC, Nimbus, Archimedes	Cambridgeshire Software House
Sorting Game @	BBC, 480Z	MEP Infant pack/LEA centres

@**Branch, Sorting Game, Noticeboard, Our Facts** and **Datashow** form the *Information Handling Pack* for the BBC from NCET; a Nimbus version is in preparation. **DataSweet** is in effect a similar package for the Archimedes; it is an integrated suite of programs which includes **DataCalc**, a simple spreadsheet.

Turtle Graphics and Logo

Implementations of LOGO or turtle graphics packages are available for all micros and schools may well find it advantageous to use the program which their LEA supports with in-service activities. Contact your LEA centre or IT adviser/inspector for further information.

Copyright Free Clip Art

In his article on Archimedes Crossword Call-Up on page 33, Des Thomas added 'a little festive cheer' to his crossword with Father Christmas scanned from a book of clip art, whilst Alison Galbraith's children used a copyright free frame for their school calendar on page 14. Some useful collections of copyright free pictures are:

Dover Clip Art Series:
Christmas and New Year Morticeboard Cuts
Santa Claus Illustrations
Ready to Use Christmas Designs
Ready to Use Christmas Silhouettes
approx £4.95 each
**Dover Bookshop, 18 Earlham Street, London, WC2H 9LN** *Tel: 071 836 2111*

Mape Christmas Disc 1990

The software to accompany this Special comprises two programs and demonstration files with a Christmas theme to accompany these and other programs. The programs can be used at any time throughout the year; simply create new files to suit the season, topic or age range!

Graph IT is a simple graphical display package. It is an extension to the original *DataShow* program which forms part of NCET's *Information Handling Pack* (see software list). *Graph IT* will accept more items of data and the files created can also be saved. Program notes are included in the centre pull-out section and there is an example of a printed graph on page 36.

Wordplay first appeared in the MEP Language pack; this amended version has already been distributed to some MAPE members, but by popular request we are now sending it out to *all* members. Notes on using the program are available as option F on the Choice Page in the program and there is further information in the article on page 18.

Also on the disc are three concept keyboard overlays, *Build, Recipe* and *Winter* for use with *Stylus*. *Build* invites children to press a mixture of words and pictures; the snowman's 'features' are illustrated so that when a picture is pressed, the associated word appears on screen. There are four blank squares on either side of the overlay; these represent colours and can be coloured in as shown here before the overlay is used:

red	blue
yellow	green

black	orange
brown	white
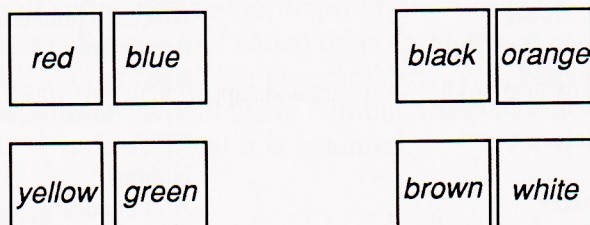
In *Recipe* each of the eight pictures shows a stage in the making of shortbread biscuits. When the pictures have been pressed in the correct sequence all that remains is to make and eat the biscuits!

Winter is a word bank with a selection of descriptive words on a winter theme arranged in alphabetical order.

The file *Santa* is a Christmas adventure which can be played using *Play your own Adventure* (see page 4).

Finally we have provided four animated nursery rhymes. These were written some time ago, but are still very popular with teachers of young children.

Please note that the disc is a "flippy disc" and can be turned over and re-inserted in the drive; the concept keyboard overlays and the nursery rhymes are on the reverse side of the disc.

As with previous publications, a Nimbus version is available. To obtain this please return the BBC disc and enclose a blank formatted Nimbus disc with a self addressed label and stamps to the value of 50p.

An Archimedes version of the software may be available after Christmas.

✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳

Answers to the Archimedes *Crossword Call-Up* puzzle on page 33:

ACROSS

1. JOSEPH
2. SLEIGH
8. PARTRIDGE
10. CARPENTER
11. POLE
14. DECEMBER
19. MAGI
20. FRANKINCENSE
27. CAKE
28. GABRIEL
29. DONKEY
30. CRACKER

DOWN

2. STOCKING
3. GIFT
4. BETHLEHEM
5. STEPHEN
6. HOLLY
7. SHEPHERDS
9. TREE
12. NUTCRACKER
13. REINDEER
15. BRIGHTLY
16. RUDOLPH
17. XMAS
18. INN
21. NATIVITY
22. CHIMNEY
23. MARY
24. HEROD
25. BOXING
26. SANTA

Addresses

Although the addresses of software companies mentioned are given here, you are strongly advised to contact your LEA adviser/inspector or LEA Computer Centre before buying directly from publishers. Many LEAs have licensing arrangements or take advantage of bulk purchase discounts and are thus able to offer schools substantial savings; many also produce software and support materials which are available to their own LEA schools only.

4mation Educational Resources, Linden Lea, Rock Park, Barnstaple, Devon, EX32 9AQ
        Tel: 0271 45566

AVP, School Hill Centre, Chepstow, Gwent, NP6 5PH
        Tel: 0291 279671

BBC Software, BBC Schools Publications, PO Box 234, Wetherby, West Yorkshire, LS23 7EU

Cambridgeshire Software House, 6 The Quay, St Ives, Huntingdon, PE17 4AL
        Tel: 0480 495608

Cambridge Micro Software, Edinburgh Building, Shaftesbury Road, Cambridge, CB2 2RU
        Tel: 0223 312393

Campus 2000, 200 Gray's Inn Road, London, WC1X 8EZ
        Tel: 071 253 3000

Chris Hopkins, 156 Reading Road, Woodley, Reading, RG5 3AA

Clare's Micro Supplies, 98 Middlewich Road, Rudheath, Northwich, CW9 7DA
        Tel: 0606 48511

Clwyd Technics, Unit 4B, Antelope Industrial Estate, Rhydymwyn, Mold, CH7 5JH
        Tel: 035 283 751

esm, Abbeygate House, East Road, Cambridge, CB1 1DB
        Tel: 0223 65445

ESP, Holly Tree Cottage, Main Street, Strelley Village, Nottingham, NG8 6PD
        Tel: 0602 295019

Hampshire Microtechnology Centre, Connaught Lane, Portsmouth, PO6 4SJ
        Tel: 0705 378266

ILECC, John Ruskin Street, London, SE5 0PQ
        Tel: 071735 9123

Longman Logotron, Dales Brewery, Gwydir Street, Cambridge, CB1 2LJ
        Tel: 0223 323656

MAPE Information Officer/ Newman Software, Computer Centre, Newman College, Genners Lane, Bartley Green, Birmingham, B32 3NT
        Tel: 021 476 1181

National Council for Educationl Technology (NCET), Sir William Lyons Road, Science Park, University of Warwick, Coventry, CV4 7EZ
        Tel: 0203 416994

NORICC, Coach Lane, Newcastle Upon Tyne, NE7 7XA
        Tel: 091 270 0424

Northamptonshire Computer Education Centre, Covington Street, Northampton, NN1 5JU
        Tel: 0604 24190

Oldham SEMERC, Fitton Hill Curriculum Centre, Rosary Road, Oldham, OL8 2QE
        Tel: 061 627 0565

Oxfordshire Computer Education Unit, Wheatley Centre, Littleworth Road, Wheatley, Oxfordshire, OX9 1PH
        Tel: 08677 3980

RESOURCE, Exeter Road, Off Coventry Grove, Doncaster DN2 4PY
        Tel: 0302 340331

Sherston Software, Swan Barton, Sherston, Malmesbury, SN16 0LL
        Tel: 0666 840433

Software Production Associates (SPA), PO Box 59, Leamington Spa, CV31 3QA
        Tel: 0926 22959

Staffordshire Educational Computer Centre, Floor 7, Unity House, Hanley, Stoke on Trent, ST1 4QP
        Tel: 0782 289833

Topologika, FREEPOST, Box 39, Stilton, Peterborough, PE7 3BR
        Tel: 0733 244682

Wolverhampton Applied Technology Centre, Beckminster House, Birches Barn Road, Wolverhampton, WV3 7BJ
        Tel: 0902 337244

MICRO-SCOPE

MAPE Christmas Special 1990

Contents

NEWMAN COLLEGE with MAPE