The
Thematic Approach
to
Topic Work

An INSET resource pack to help teachers supporting children with special educational needs in a mainstream Primary school

THE THEMATIC APPROACH TO TOPIC WORK

AN INSET RESOURCE PACK
TO HELP TEACHERS SUPPORTING CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS
IN A MAINSTREAM PRIMARY SCHOOL

produced by

Judith C. Stansfield
Newcasle SEMERC

with the MESU SEMERC Inset team

Special Education

The views expressed in this document do not necessarily represent those of the Microelectronics Education Support Unit.

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CONTENTS

THE THEMATIC APPROACH TO TOPIC WORK

A SCHOOL BASED INSET COURSE FOR TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEED

This is a resource pack of microelectronics materials for advisory teachers or those with responsibility for inservice training of teachers of children with special educational needs. It includes information about hardware and peripherals using BBC microcomputers, tutor guidelines, Blue File Software, Concept Keyboard overlays and advice about other resources which might be useful. These ideas could also be used with other systems as and when suitable software becomes available.

AIM The overall aim of the pack is to create an awareness of the educational potential of microelectronics to provide access to, and support of, the curriculum for pupils with special educational needs.

ORGANISATION
The pack has been developed to provide a framework for six, one to one and a half hour inservice training sessions. It is suggested that they are held on alternate weeks, to allow time for the teachers to try software with their children and discuss any difficulties or reactions within the group at the following session. Consideration should be given to the possibility of this inservice being recognised as fulfilling the requirements of an RSA qualification. The courses can be run either by an LEA I.T.Advisory teacher or any other nominated teacher with experience of using micros in teaching children with special educational needs.

VENUE
When deciding the venue for the course the amount of hardware available should be considered, along with the geographical location of the centre. If the facilities are available within the school then this is probably the best location.

Such a school-based course might be led by an identified teacher from within the school or by an invited tutor. A centre-based course, for teachers from a number of schools within an LEA, may be more suitable on the other hand, as siting INSET in a well equipped centre can offer an opportunity for a number of schools to work together on a course. This model can be of benefit as more teachers can share ideas and approaches.

PRIOR COMPUTER KNOWLEDGE
Course members should be able to assemble a BBC microcomputer system complete with computer, disc drive and monitor. They should also know how to run a program and how to format and copy a disc. If this is not the case then an optional pre-course session should be arranged.

EQUIPMENT
One computer system plus a Concept Keyboard per two course members is essential. At least one dot matrix, Epson compatible printer should be available for course members to use and if possible there should be one for every system. Ideally each course member should have regular use of a computer system in her/his classroom between each session to consolidate newly acquired skills and complete tasks.

PRE-COURSE PREPARATION

1. Information should be obtained about:
   - the pupils taught by the course members
   - the equipment available in each school
   - the course participants' experience of using micros
   - hardware available within the LEA
   - software available in the LEA under licence
   - LEA policy with regard to hardware, software and technical support

2. Multiple copies should be made of all the Blue File software to be used during the course, so that these can be given to course members to take away to use in their own schools. Documentation of some of the software should be obtained from MESU at bulk purchase cost.

3. Enough hardware and peripherals should be made available. If this is a problem then course members could be asked to bring their own system. The practical implications of this will have to be carefully considered beforehand.

4. For practical sessions you will also need:
   printer paper
   formatted discs for work discs
   photocopies of outline overlays
   A4 or A3 paper for overlays
   writing / colouring / sticking materials
   scissors
   photos / maps / pictures / data for overlays

NUMBERS

Between 15 and 20 teachers with a maximum of 2 teachers to one computer is suggested. If the course is centre-based then the possibility of two teachers attending from each school should be considered, so that they might provide mutual support and encouragement after the course, and hopefully run further inservice training themselves, within their own schools. If possible non education staff might also be invited.

INTRODUCTION

An important element of this type of course is the opportunity for teachers to discuss and share ideas concerning suitable teaching approaches for children with learning difficulties and to analyse what skills the children are developing while using the programs.

The material for the TOPIC APPROACH PACK is designed to provide suitable work for the whole class in the primary school, allowing the child with special educational needs to make a contribution in group work, or produce written work at her/his own level. Many children with special educational needs can make a valuable contribution to problem solving activities centred on the computer, especially when reading deficiencies are circumvented by working with a more literate peer group. The use of topic-related wordbanks on the Concept Keyboard can allow the child to concentrate on recording ideas and feelings concerned with an interesting subject, rather than having to worry about problems of syntax and spelling.Similarly a spreadsheet can remove the chore of accurate arithmetic, so that a child can begin to look at relationships in data collected from observations or experiments.
When two or three children work collaboratively, the quality and quantity of their work and their self-esteem improve as they produce attractive, well presented work. They no longer have to do 'corrections', as 'correcting' becomes 'editing' on a word-processor and the whole process is less onerous.

Although the approach is considered mainly suitable for children of primary school age, the materials could easily be used in cross-curricular work for the younger children in the special needs department of a secondary school.

STAFFING

In addition to the course leader, there should be at least two other people who are reasonably familiar with the software and hardware to supervise 'hands-on' work. It may be possible, following the pre-course preparation (see above) to ask teachers who are experienced with a particular piece of software to demonstrate it and to discuss the way they use it with children. First-hand experience is always preferable to a demonstration by someone who has not actually used the program with children.

SOFTWARE FOR USE ON THE COURSE

The overlays and files provided are intended only as suggestions of ideas for use with 'content-free' or 'framework' programs. Many of these programs are Blue File or freely available for educational use. Others are suggested, where applicable to the subject. The school may already have some of these programs; the LEA may have a licence; or they could be bought under the DTI software scheme.

Page 49 contains details of a wide range of suitable software. The list which follows is a selective list that is supported by overlays and files and intended as the initial material for the practical sessions.

Blue File programs:	**MESU programs:**
CONCEPT	CAPTION
INTRO TRAY	MOVING IN
LISTS/LIST EXPLORER	PROMPT/WRITER
PICTURE PLAY	TOUCH EXPLORER

Commercial programs:

ALBERT'S HOUSE (RESOURCE)	£16.95
ALL ABOUT ME (NORICC)	£7.50
FARM (NORICC)	£11.50
GRASSHOPPER (NEWMAN COLL)	£30.00
JOURNEY (SCET)	£25.00
POND (GRANADA)	£17.95
POND (MAPE)	£10.00

AIMS OF THIS PACK

This pack is designed to enable course members to achieve the following specific objectives:

to design and prepare support materials to enable a child with special educational needs to participate effectively in the topic work of a primary class
to give course members the experience of using framework programs for topic work
to foster the integration of existing classroom visual aids (maps / photographs / diagrams) with computer use.

COURSE OUTLINE

A theme frequently used in primary schools has been chosen as a focus for each workshop. Each topic is too detailed to be covered in depth in one short session, so the Course Leader will need to decide on a suitable strategy.

Below are two possible models that might be used:

MODEL 1:

For each session:

1. The teachers read an outline of the module before the session.
2. The Course Leader demonstrates one or two programs.
3. The teachers,working in pairs, use demonstration files and make one of their own.
4. A final plenary session to look at what the other groups have done.

After the course, the teachers divide into small working groups to produce support material packs that are directly related to the their own school's geography and /or needs.

MODEL 2:

For each session:

1. The Course Leader introduces the module.
2. The teachers divide into small groups to work with one program.
3. Plenary session to report back on the program.

After the course, the teachers divide into small working groups to produce support material packs that are directly relevant to their own school's geography and / or needs.

THEMATIC STARTING POINTS

MODULE 1: WHO AM I?

The individual child as a focal point for introducing topic work is a popular theme in many primary schools. It has the advantage of starting with information already possessed and understood by the child, who can proceed to acquire research and information techniques without having to cope with assembling new facts as well.

Stage 1: I am a person
ALL ABOUT ME (NORICC) is a user-friendly program, which each child can use to make a personal book of basic facts about her/himself.
Additional sheets can be made from PICTURE PLAY to extend this factual information and explore details about other members of the family, friends, interests and hobbies.
The program only allows one line of double-height text to be entered. If more information is required, the printed picture can be left in the printer and more extended text can be written using PROMPT/WRITER.

Stage 2: I am part of a family
PICTURE PLAY and PROMPT/WRITER can be used to extend the initial book or make a second volume concerning members of the family and their interests.
The HOME file from WORDWEB (esm) can be used for familiarisation with words and concepts related to the family. This is particularly useful for children with limited language skills, especially where this is due to deafness or English being a second language.
Files on INTRO TRAY and MYSTERY (MICROSPECIAL) can be made to provide thumb-nail sketches or caricatures of family members. Such programs can stimulate thinking and problem solving, while providing reading practice in an interesting context.

Stage 3: I am a school child
Having completed individual dossiers of themselves, a class of children can then co-operate in compiling a class database. LISTS and LIST EXPLORER are simple, user-friendly databases with which to start. A class discussion can be used to decide suitable names for the fields and then each child can enter in the relevant data. Once the database has been completed, searches can be made and lists printed out, which can be used for discussion and / or making graphs and diagrams.
A plan of the classroom can be made to fit the Concept Keyboard. With suitable files prepared for TOUCH EXPLORER+, this can be used for identifying objects in the classroom, for playing a treasure-hunt type game and other activities that develop spatial awareness in a known environment. This is a useful preliminary to teaching mapwork.
The more ambitious children may enjoy the challenge of planning their own ideal school with PLAN A SCHOOL (RESOURCE).

Stage 4: I live in the wider world
Moving out from the school environment can lead to studies of the neighbourhood / town / county / etc.
SHOPS & SUPERMARKET (NORICC) provides experienceof the language and concepts of shopping in a supermarket and a shopping precinct. No money is involved, but the relating of items to the correct shop or counter is experienced, providing practice in reading, thinking and discussion.
The people the children meet, such as policeman, fireman, doctor, nurse, teacher, dinner lady etc. can be described in files in MYSTERY (MICROSPECIAL) or INTRO TRAY. The children can then develop that theme by making entries in ANIMAL for the rest of the class to enjoy.

PROGRAMS FOR USE IN MODULE 1: WHO AM I?

The programs and materials listed below have all been cited in this module. If, however the Course Leader only wishes to use two programs for the Course, it would be best to concentrate on PICTURE PLAY and INTRO TRAY plus ALL ABOUT ME, if available.

Blue File Programs:
ANIMAL
NTRO TRAY
LISTS

MESU programs:
LIST EXPLORER
PICTURE PLAY
PROMPT/WRITER
TOUCH EXPLORER+

Support Materials:

ALL ABOUT ME	booklets by Ali Khan and Louise
INTRO TRAY	printouts of hairdresser file

Data Files for:

ANIMAL	jobs
INTRO TRAY	aunt / grandpa / hairdr / police /taxi
LISTS childr	
LIST EXPLORER	family
MYSTERY	jobs
TOUCH EXPLORER+	room1 / hunt

Other Programs:

ALL ABOUT ME (NORICC)	£7.50
MYSTERY (MICROSPECIAL)	£17.50
PLAN A SCHOOL(RESOURCE)	£11.95
SHOPS &SUPERMARKET(NORICC)	£10.50
WORDWEB home (ESM)	£30.00

(light)

Family names

LIST EXPLORER
Filename: family

Family name
Mother
Father
Grandparent[s]
Brother
Sister
Date of birth
FINISH

Teacher's printout from INTRO TRAY

FILENAME: HAIRDR

What do I do?

I work in a shop. I meet people and make them look smart. I use scissors and combs. I use a blow-drier and lacquer. I am a hairdresser.

LETTER FREQUENCY:

a: 12	e: 12	s: 11	o: 10
i: 10	r: 9	d: 7	m: 6
l: 4	h: 4	n: 4	t: 4
c: 3	k: 3	p: 3	u: 3
w: 3	b: 2	q: 1	f: 0
g: 0	v: 0	j: 0	x: 0
y: 0	z: 0		

Pupil's printout from INTRO TRAY

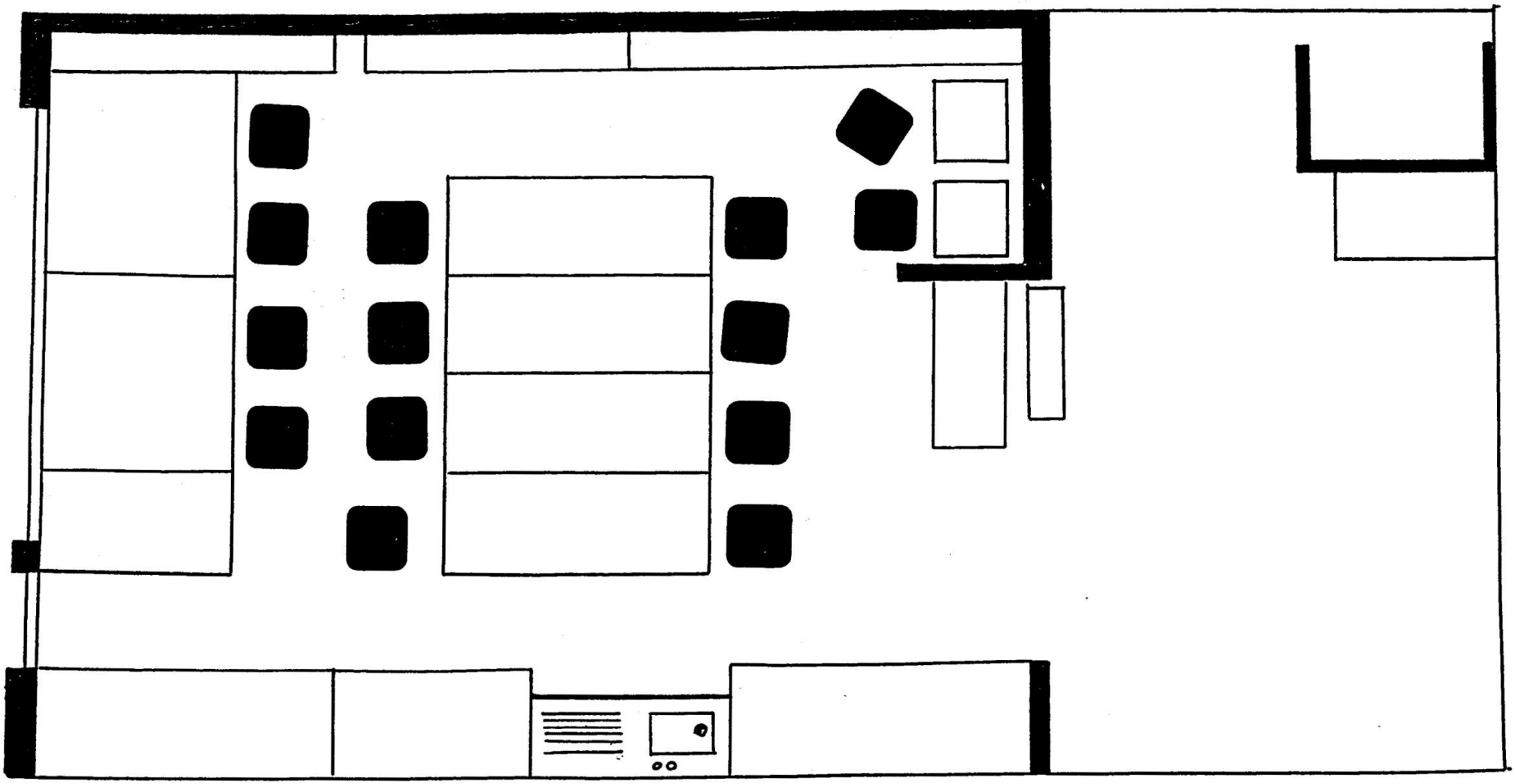
What do I do?

I work in a shop. I meet people and make them look smart. I use scissors and combs. I use a blow-drier and lacquer. I am a hairdresser.

"TOUCH EXPLORER

File name: ROOM1

HUNT



THEMATIC STARTING POINTS

MODULE 2: WHERE DO I LIVE?

'Homes' as a topic is popular in primary schools. All children have experience of at least one kind of home, which makes a sound basis from which to develop their knowledge.

MOVING IN and MOVING IN 2 are good programs to start with as they can be used by children with a wide range of ability. Using the overlays on the Concept Keyboard, even non-readers can benefit from the language experience of describing exactly where they want objects or people to be put and what they want them to do. Beginning readers can use the simple overlay to enter data and good readers can experiment with alternative words, stretching their imagination to find out what is possible. Even for the good reader or adult helper, the Concept Keyboard is useful in increasing the speed and accuracy of data entry.

The resemblance of the MOVING IN houses to dolls' houses can be used to encourage transference skills in the children: furniture and dolls can be put physically into the dolls' house before being put into the computer house, or each child's printed picture can be recreated in the dolls' house.

Using programs about other sorts of houses would form a natural progression from using MOVING IN. Files for TOUCH EXPLORER+ can be made using photographs or line drawings of different types of houses. Using the same overlays, word processing text can be used on PROMPT/WRITER, so that the children can write about their observations and discoveries. Pictures from CAPTION can be used to stimulate creative writing - the screen called "Upstairs window" would be particularly useful.

WORDS WORDS WORDS(ASK), WORDWEB (esm) and ALBERT'S HOUSE (RESOURCE) are good for extending the vocabulary associated with buildings. BUILD (MicroPrimer) provides a quick and easy way for children to experiment with the perspective of structures, especially of school-like buildings.

When the children have learned something about the variety of buildings, LIST EXPLORER can be used to compile a local database of buildings for consultation.

From a base in Britain, the study of buildings can easily spread out into a topic on 'Homes in the Past' and / or 'Homes in Other Lands'

PROGRAMS FOR USE IN MODULE 2: WHERE DO I LIVE?

The programs and materials listed below have all been cited in this module. If the Course Leader only wishes to use two programs for the course, it would be best to concentrate on MOVING IN and PROMPT/ WRITER plus ALBERT'S HOUSE, if it is available.

Blue File Programs:
BUILD

MESU programs:
CAPTION
LIST EXPLORER
MOVING IN 1
MOVING IN 2
PROMPT/WRITER
TOUCH EXPLORER+

Other Programs:

ALBERT'S HOUSE (RESOURCE)	£16.95
DESIGN A HOUSE (GRANADA)	£18.95
WORDS,WORDS,WORDS (ASK/ESM)	£19.95
WORDWEB (home) (ESM)	£30.00

Homes in the past:

CATEBY MANOR (RESOURCE)	£24.95
CASTLE PACK	£19.95
VIKINGS (FERNLEAF)	£49.00
NORMANS (FERNLEAF)	£59.00
VICTORIANS (FERNLEAF)	£19.95
HOW WE USED TO LIVE (FERNLEAF)	£31.30

Homes overseas:

NOMAD (BBC)	£17.50
INTO THE UNKNOWN (TRESSEL)	£27.00

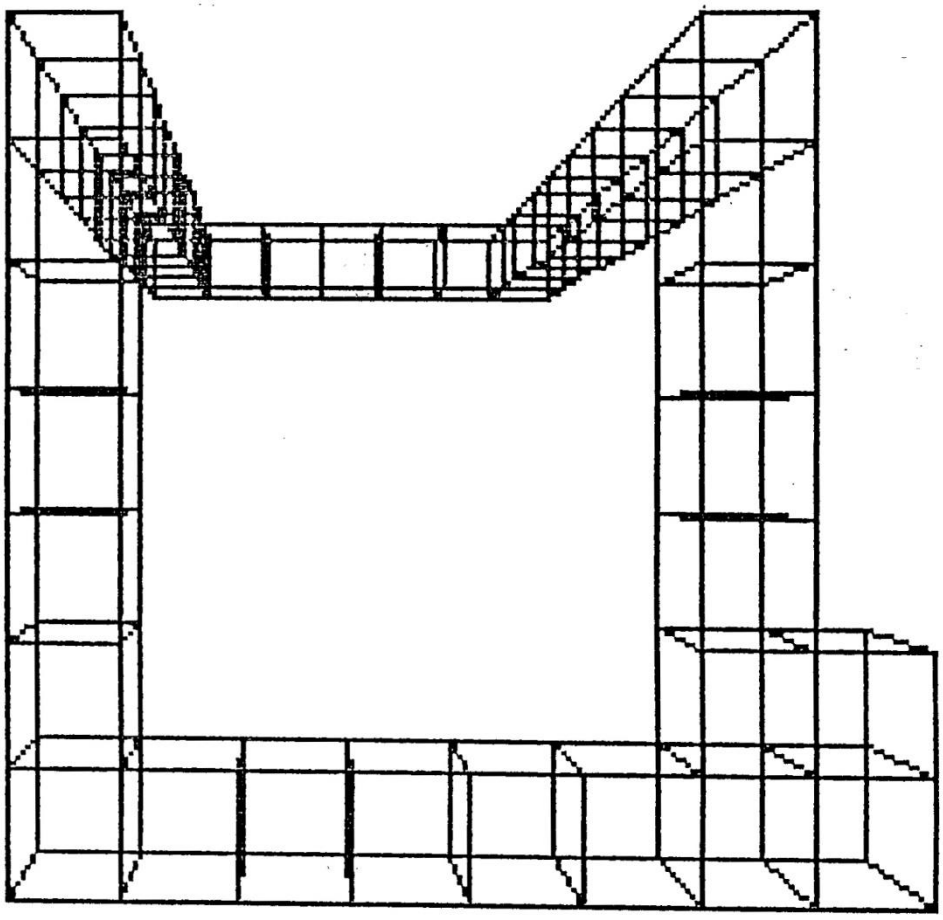
Support Materials:

BUILD	printout of a structure
MOVING IN 1/2	printouts
CAPTION	printout of a head at the window

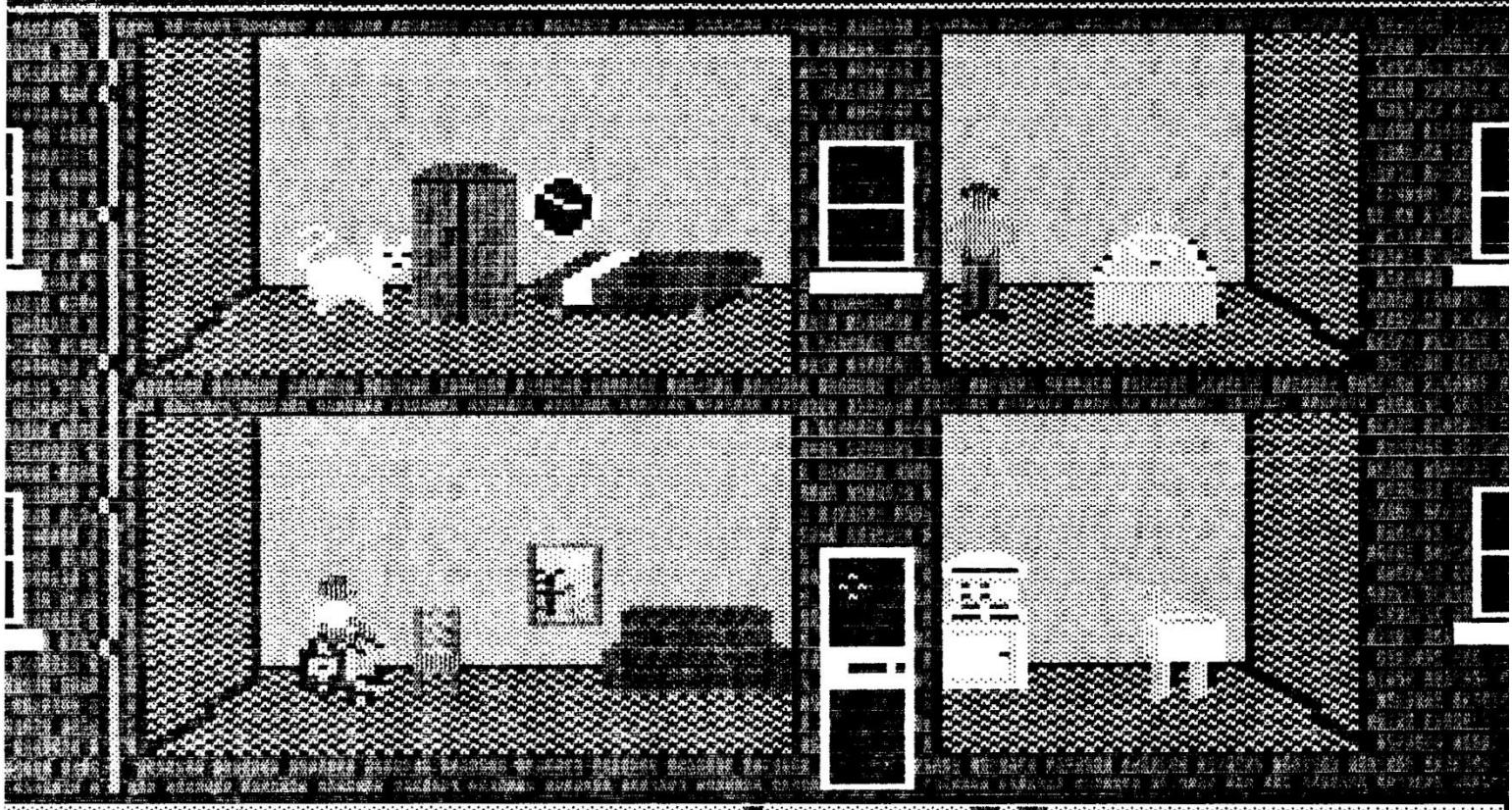
Data Files for:

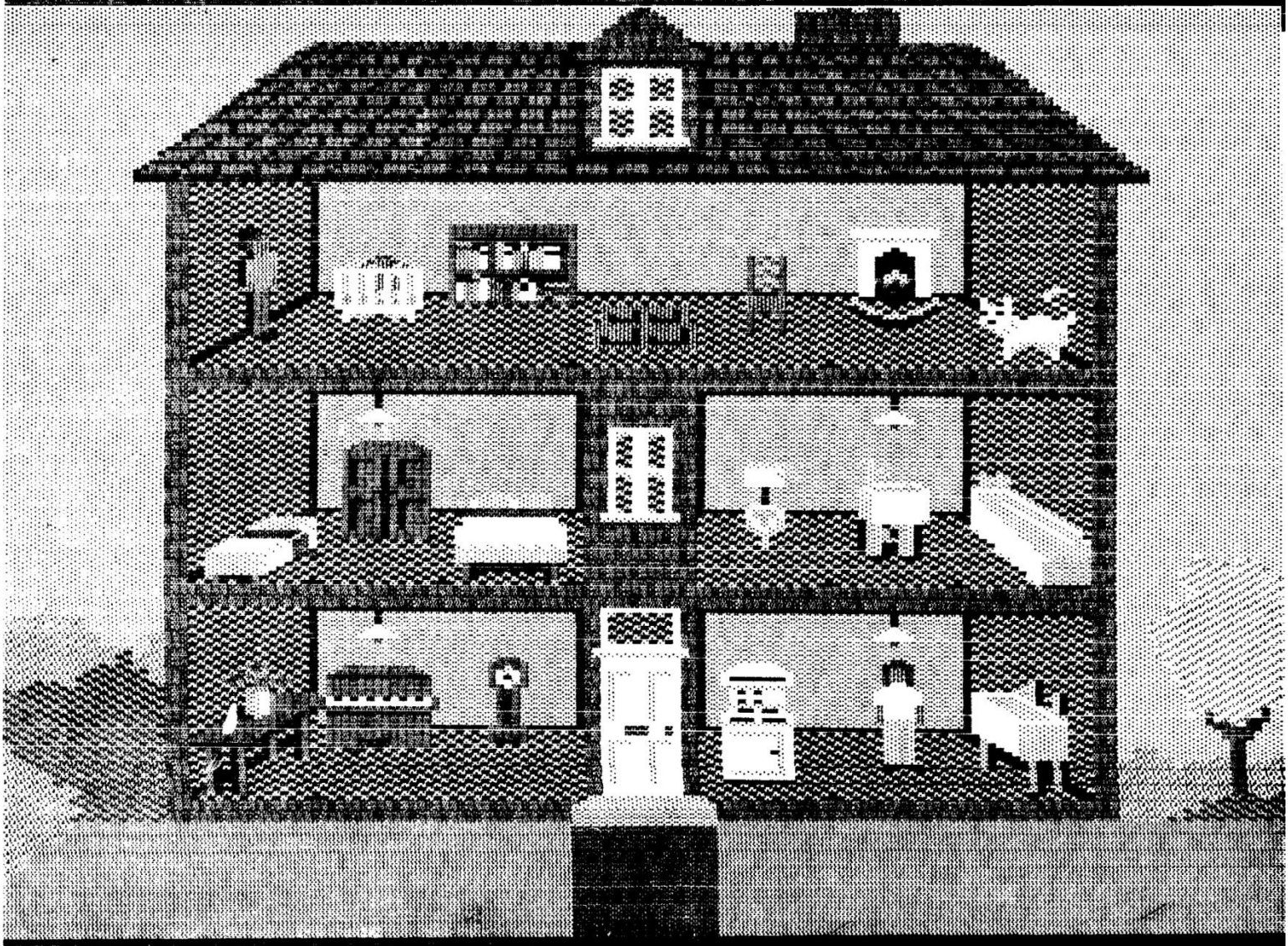
CAPTION	upstairs window / house
LIST EXPLORER	hpool1
PROMPT/WRITER	move1
TOUCH EXPLORER+	houseUK/bedroom/ kitch2
WINDOW	detache

BUILD can be used to experiment with structures.

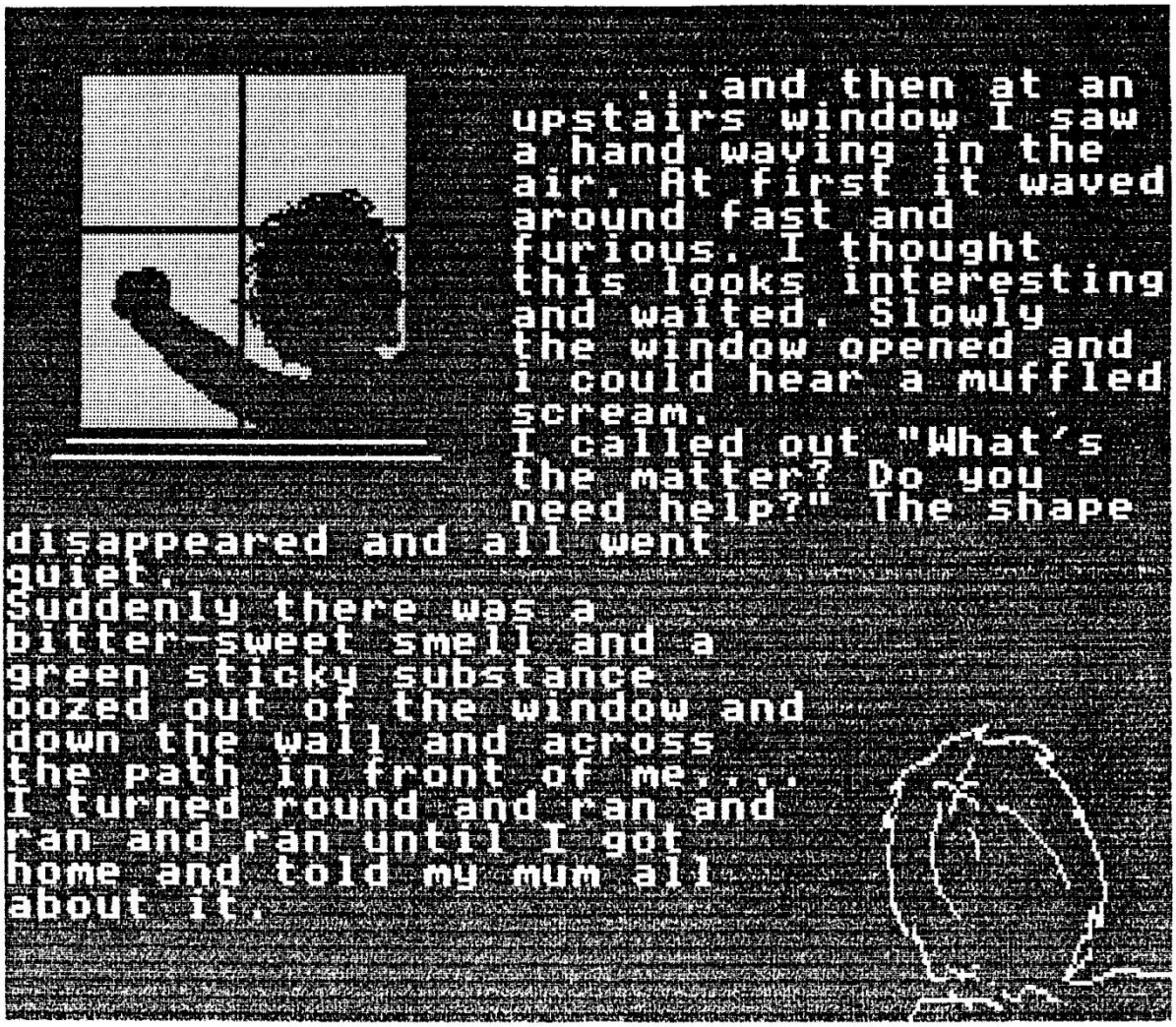


Printout from MOVING IN 1/2

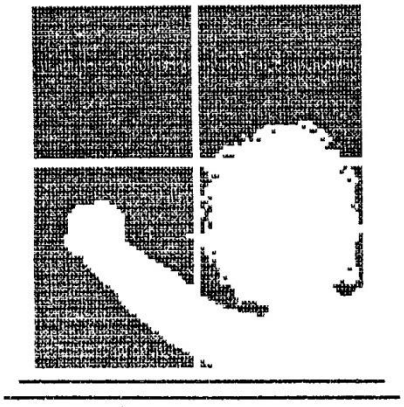




CAPTION stimulates creative ideas



Inverted print saves printer ribbon!



...and then at an upstairs window I saw a hand waving in the air. At first it waved around fast and furious. I thought this looks interesting and waited. Slowly the window opened and i could hear a muffled scream.
I called out "What's the matter? Do you need help?" The shape disappeared and all went quiet.
Suddenly there was a bitter-sweet smell and a green sticky substance oozed out of the window and down the wall and across the path in front of me....
I turned round and ran and ran and ran until I got home and told my mum all about it.

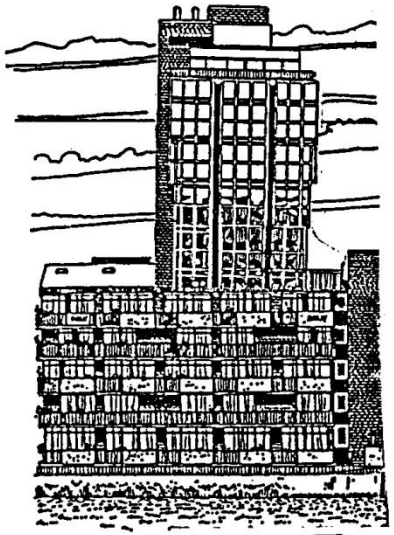
Types of house - United Kingdom

TOUCH EXPLORER
Filename: housuk

UP

DOWN

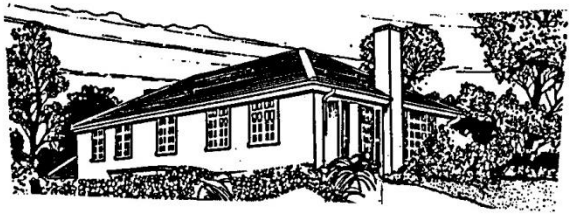
FINISH

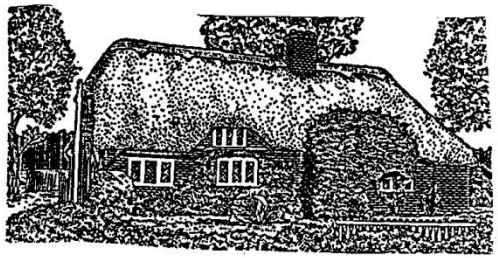


WIPE

PRINT

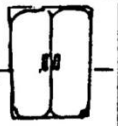
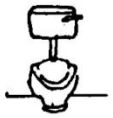
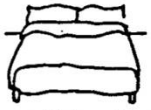
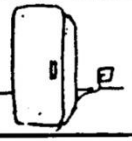
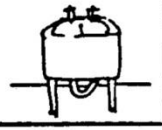
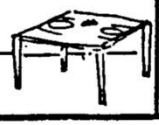
NOTEPAD





(light)

Moving in PROMPTWRITER MOVE 2

I		ball 	cupboard 	television 	strike	bird in the tree				cloudy
put	a	bath 	fire 	toilet 	in	left	attic			sunny
took away	the	bed 	fridge 	wardrobe 	into	right	bedroom			rainy
changed	the	bookcase 	piano 	Jim 	to	middle	bathroom			snowy
made	it	cat 	plant 	Jane 	the	of	living room			light
moved	the	chair 	sink 	Julie 	from	a	kitchen			dark
we		clock 	sofa 	wash	have a bath		door open	door close	RETURN	
		cooker 	table 	lie down	play the piano		space	•	RUB OUT	

Mushroom Software 1986

In conjuction with Manchester SEMERC and MESU Special Needs Software Centre

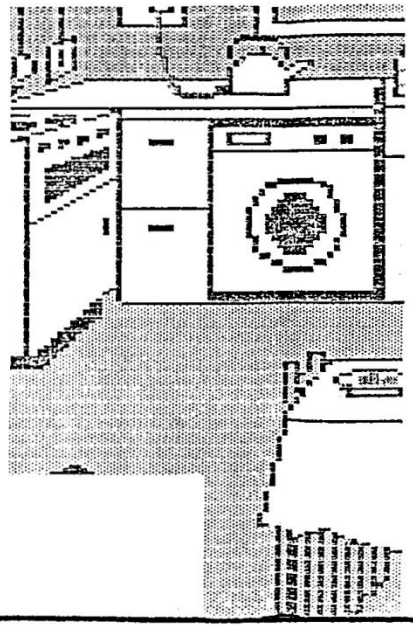
(light)

Touch Explorer +

Filename: KITCH2

Speak

Print



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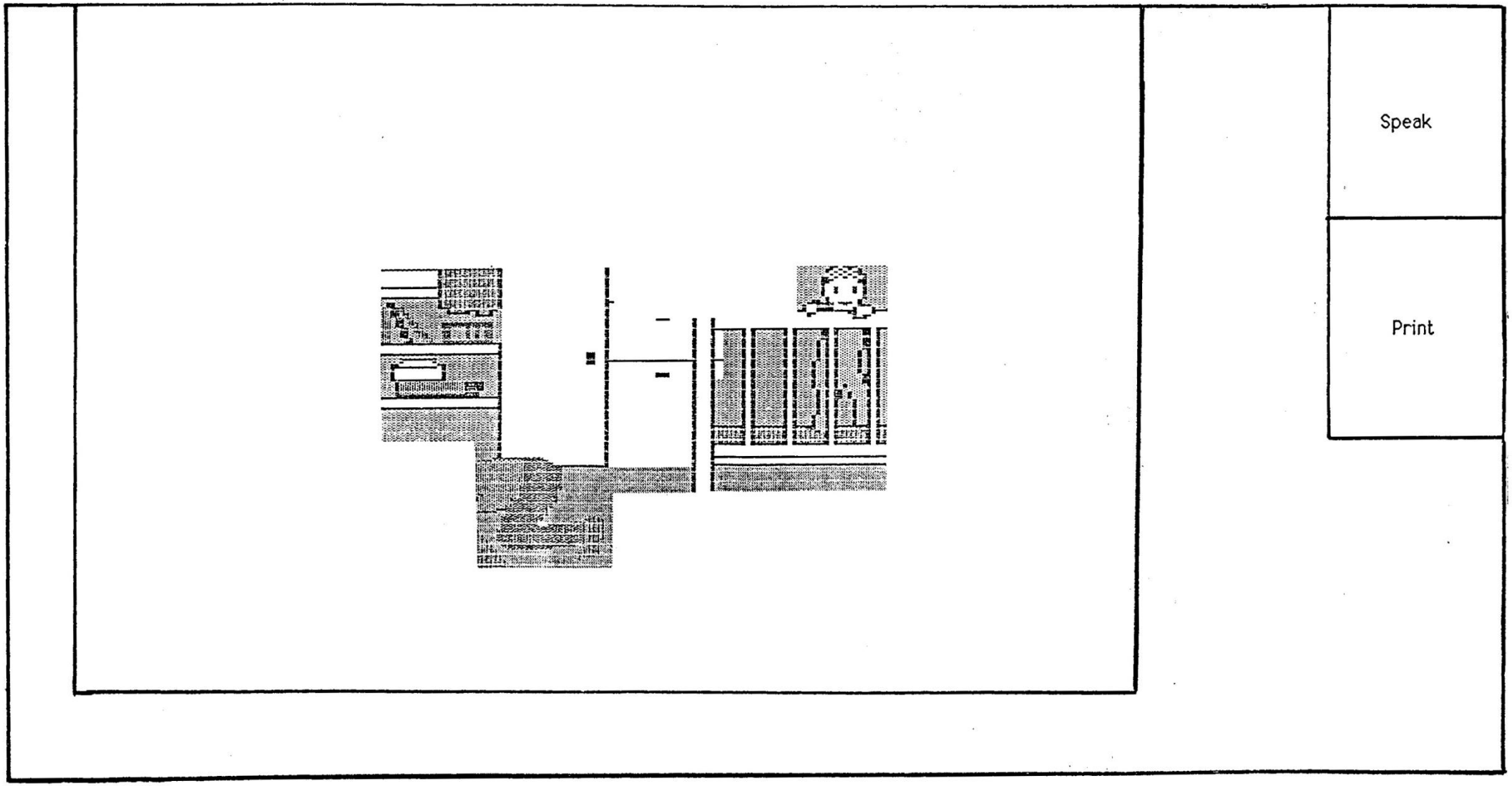
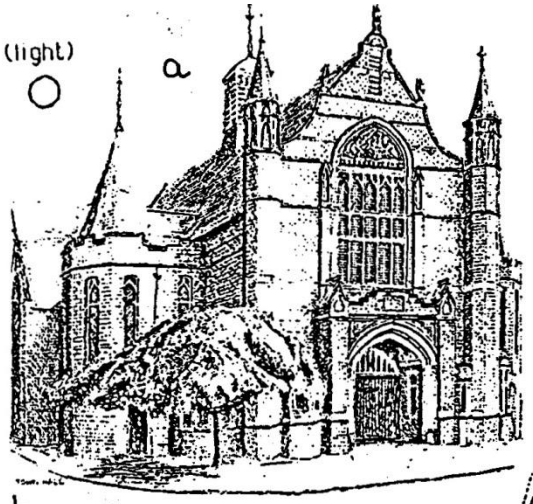
Touch Explorer +

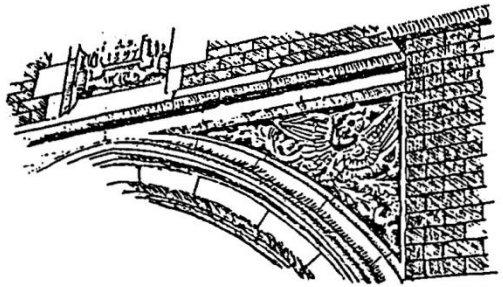
Filename: BEDROOM



Ian Butterworth, Bristol SEMERC

(light)



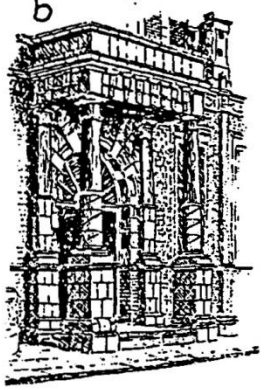


Name

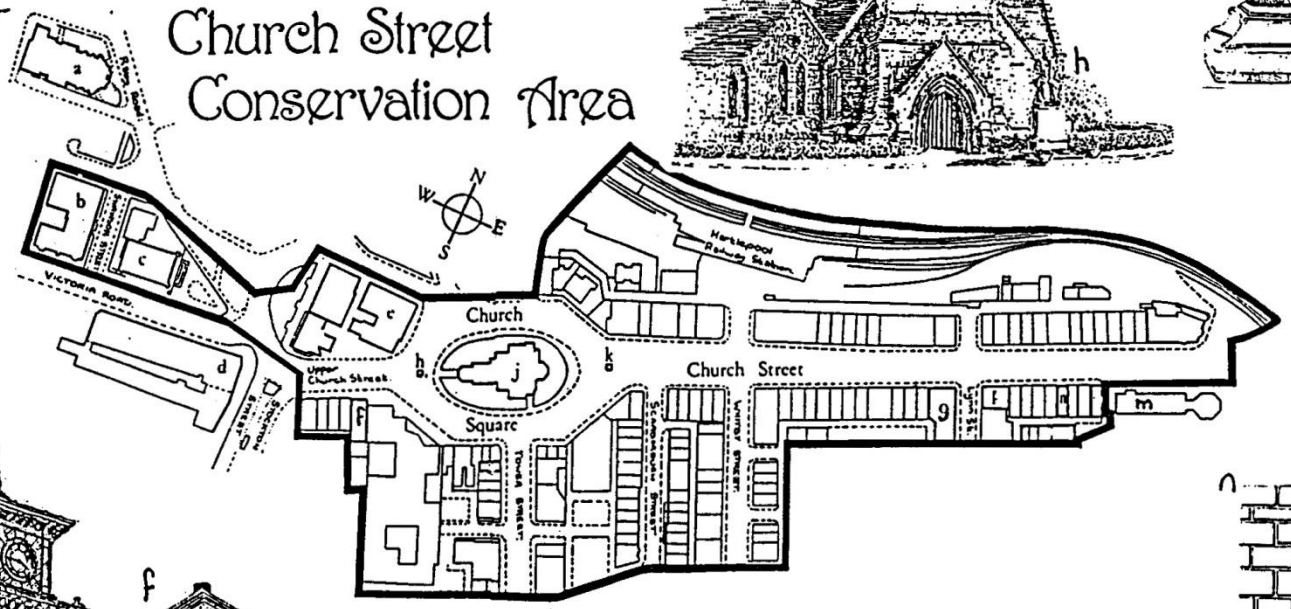
Date

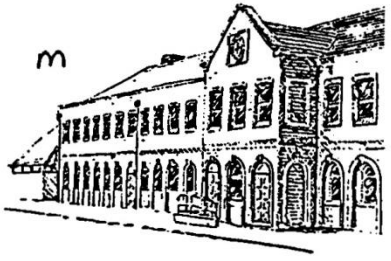
Old use

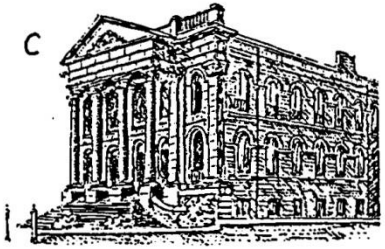
New use

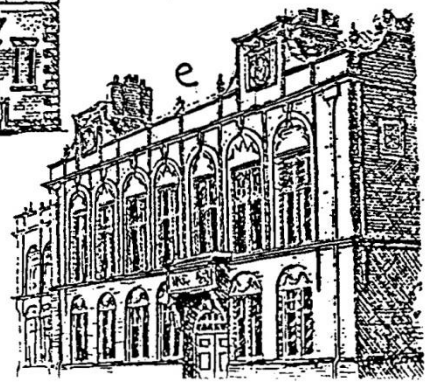


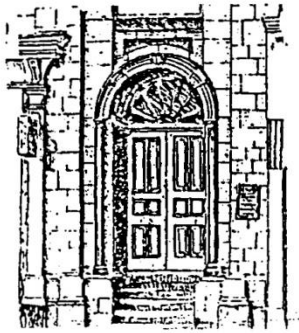
Church Street Conservation Area

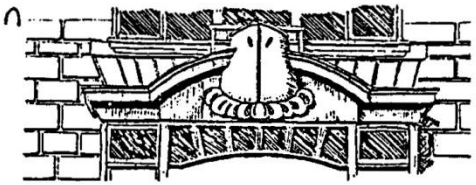












FINISH

Based on:

TREASURES of CHURCH STREET

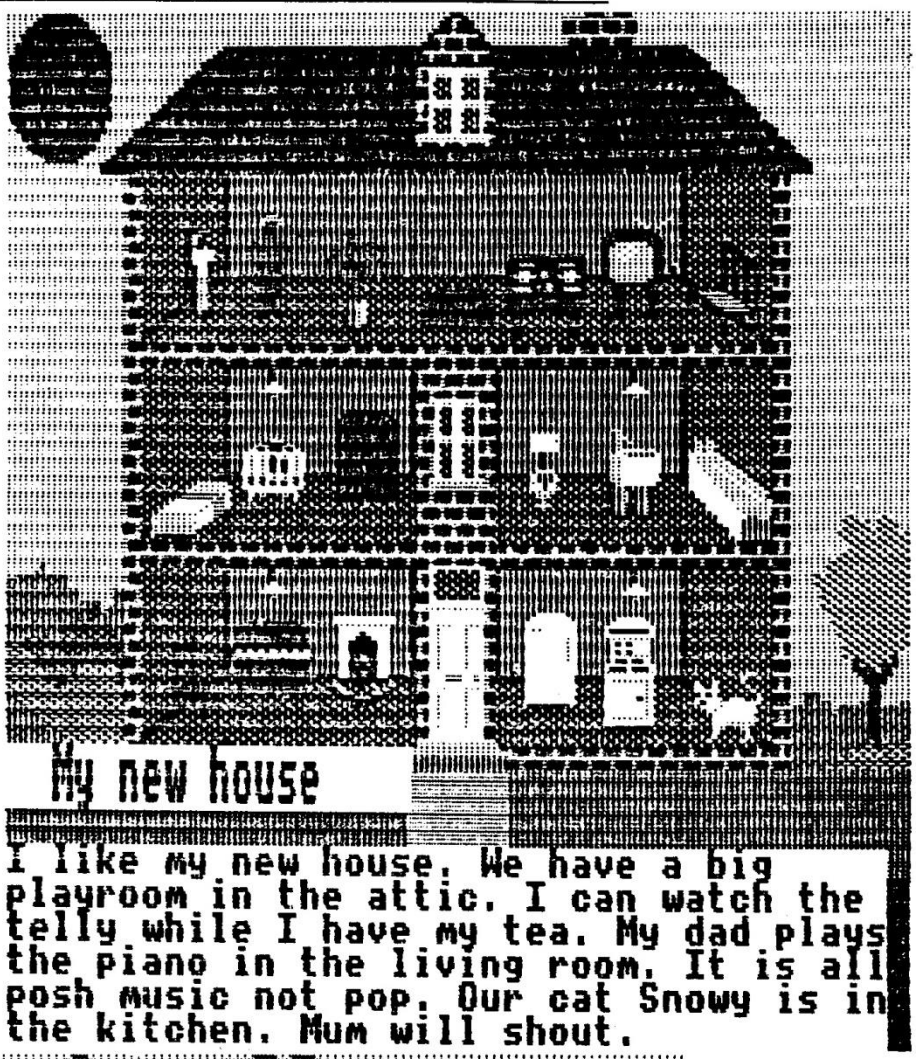
Written & Illustrated by Mike J Harris

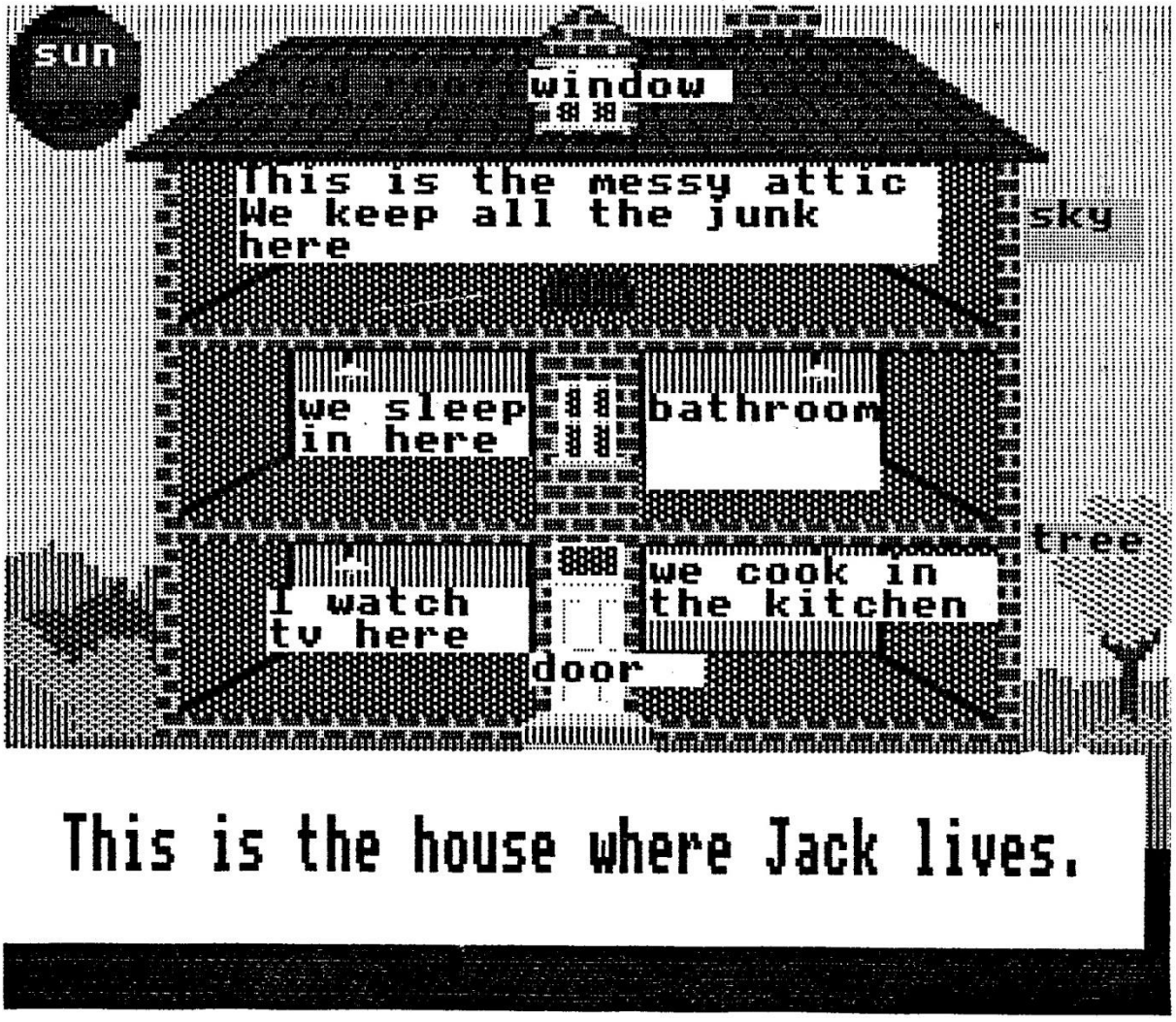
Adapted with permission of Hartlepool Civic Society

LIST EXPLORER File Name hpool1 TOUCH EXPLORER File Name HPOL2

Using MOVING IN with CAPTION

A finished picture can be SAVEd from MOVING IN and transferred into CAPTION, to be used for further work.





THEMATIC STARTING POINTS

MODULE 3: WHAT DO I EAT?

Food and eating are generally popular subjects with children and are frequently used as a theme for topic work. Assembling details of the children's favourite foods is a relatively quick and easy thing to do. The information collected can then be used with several computer programs to give the children experience of handling data that is meaningful to them. Files for LISTS and LIST EXPLORER give them experience of using a data base. Simple descriptions on INTRO TRAY will get them thinking and help with spellings.

If the children are part of a multi-cultural class, such activities form a good vehicle for learning about other eating customs. For those who are unfamiliar with non-European food, large detailed pictures can be used with TOUCH EXPLORER+ to identify and explain some of the more exotic fruits, vegetables and dishes. Nowadays it is possible to buy all sorts of interesting fruit and vegetables, even in the more remote parts of the country. Real examples can be placed in dishes or on polythene on the Concept Keyboard and with TOUCH EXPLORER+ the children can smell, feel and even taste samples before pressing the Concept Board for clues to the identity.

A topic on food might be related to practical cookery lessons. PROMPT/WRITER can be used to good effect for preparing shopping lists, writing up recipes and producing menus.

The nutritional value of the food the children eat can be analysed fairly simply by using the MICROPRIMER program DIET. The MICROSPECIAL programs FEED THE FAMILY and EATING FOR HEALTH are simulations that encourage the children to plan their eating with reference to value for money and food value. There is an ethnic version of EATING FOR HEALTH, so this is valuable for all children, as they can make valid comparisons about different foods, which may help to remove some of the bigotry about the "funny food" that others eat.

Comparing Asian, Chinese, traditional British and other European foods could easily lead on to studying the farms and crops that produce the foods. The adventure FARM presents children with problem solving activities on a farm, introducing much of the vocabulary concerned with farming in Britain. KINGDOM simulates a rice-growing culture, where natural and man-made hazards thwart any efforts to keep the community thriving.

Similarly NOMSIM and NOMAD simulate a semi-nomadic cattle herding life-style. War on Want, Oxfam and Action Aid produce photographic and representational picture material and facts on Third World countries that can be used to produce your own materials for TOUCH EXPLORER+ and PROMPT/WRITER, looking at farming methods, irrigation, conservation and famine.

PROGRAMS FOR USE IN MODULE 3: WHAT DO I EAT?

The programs and materials listed below have all been cited in this module. If the Course Leader only wishes to use two programs for the Course, it would be best to concentrate on TOUCH EXPLORER+ and LIST EXPLORER plus FARM, if it is available.

Blue File Programs:
INTRO TRAY
LISTS

MESU programs:
LIST EXPLORER
NOMSIM (MICRO-USER)
PROMPT/WRITER
TOUCH EXPLORER+

Other Programs:

DIET (MICROPRIMER)	
EATING FOR HEALTH (MICROSPECIAL)	£17.50
FARM (NORICC)	£11.50
FEED THE FAMILY (MICROSPECIAL)	£17.50
KINGDOM (BBC WELCOME)	
NOMAD (BBC)	£17.50

Support Materials:

PROMPT	printouts: recipe / shopping list / report

Data files for overlays:

LIST EXPLORER	foods / exotic
LISTS	food
PROMPT/WRITER	bake1/ recipe / shopping list / report
TOUCH EXPLORER+	foods / foodex

Printout of Shopping List on PROMPT-WRITER

```
@@@@@@@@@@@@ Shopping List @@@@@@@@@@@@

I am going to make: SCONES
I shall need to get:
8  oz. SR flour
4  oz. margarine
2  oz. sugar
1 egg
  milk
  salt
  dried fruit
@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@
```

Printout of Recipe on PROMPT-WRITER

```
Recipe for: SCONES

Ingredients:
8  oz. SR flour
4  oz. margarine
2  oz. sugar
1 egg /dried fruit /milk /salt
Method:
weigh  flour, margarine, sugar
sieve flour  with salt
rub in margarine
mix  in  the dried fruit
mix  with the beaten egg and milk
roll out on a floured board to  1 cm
thick
cut  into shapes and put on a larded
tin
 bake  in the oven  at  220 'C for
10 mins.
```

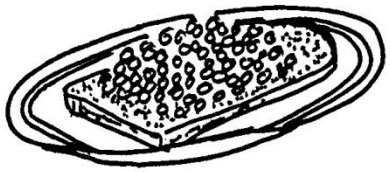
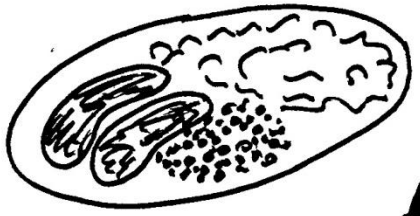
weigh	plain	flour	SR	a	the	in	with	hrs.	mins.	g.	kg.	s
mix	margarine			lard		water		'F	'C	oz.	lb.	↑
sieve	sugar			salt		milk		teaspoon				↓
beat	egg			baking powder				dessertspoon				←
stir	jam			cheese		.25		tablespoon				→
rub in	vanilla			cherries		.50		0	1	2	3	RETURN
fold	dried fruit			nuts		.75		4	5	6	7	SPACE
chop	cook	bake		cocoa		¼		½	¾	8	9	DELETE

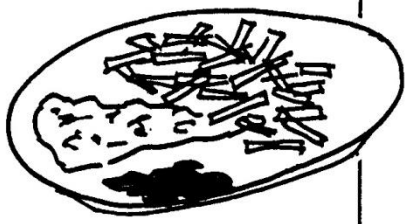
(light)

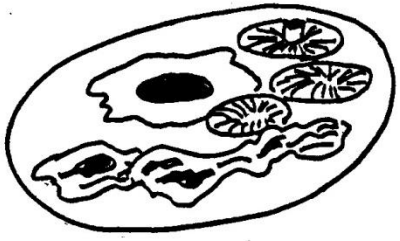
LIST EXPLORER

Filename: foods

What are meals made of ?

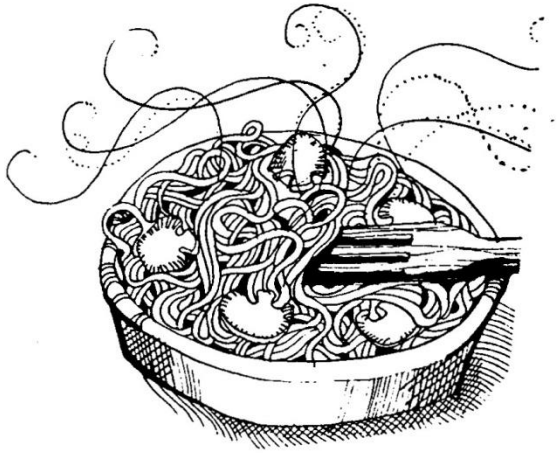


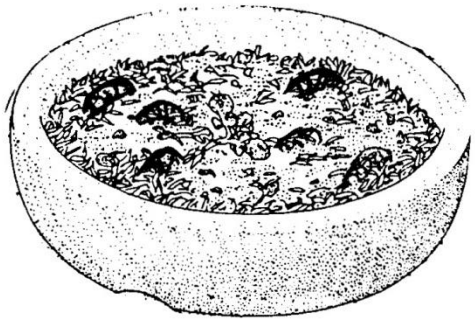


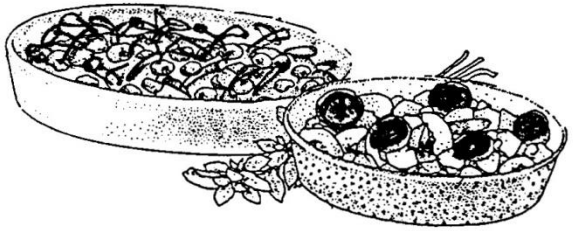
- Protein
- Fat
- Sugar
- Vegetable
- Fibre
- Starch
- Junk food
- FINISH

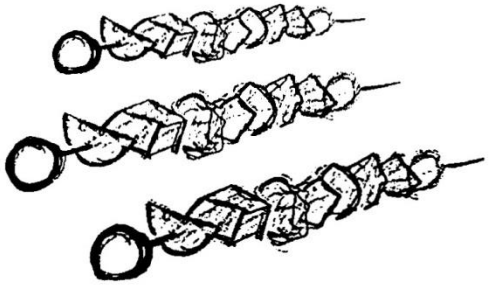
Exotic food

LIST EXPLORER
Filename: foodex
TOUCH EXPLORER
Filename: foodex









Protein
Fat
Sugar
Vegetable
Fibre
Starch
Junk food
FINISH

THEMATIC STARTING POINTS

MODULE 4: IS THE SUN SHINING?
The day- to-day observation and recording of the changing weather provides interesting and relatively simple practice in scientific method for even the youngest children.

This may be as simple entries on a pictogram or may involve reading and recording data from instruments such as a thermometer, barograph, anemometer, hygrometer or rain gauge.
The USING REBUS program can be used to record the weather in simple pictograms, by creating a weather file from the existing library and supplementing it with your own rebuses if necessary. The children can then print out the daily weather after they have made their observations.

Children who are capable of taking readings from instruments can enter their information into a database or spreadsheet. They could construct their own database on LISTS, LIST EXPLORER or KEY, but there are dedicated weather databases such as WEATHER (MICROSPECIAL) and WEATHERPLOT (RESOURCE). When statistics have been kept for some time, they can be used for a variety of mathematical purposes such as graphical presentation, computation, averages, fractions etc.

Using a spreadsheet such as GRASSHOPPER (NEWMAN COLLEGE) to record such data, gives the less able child a chance to use statistics and begin to look for relationships in data, without being overwhelmed by the need for accurate arithmetic.

If you are interested in electronics, the computer journal "MICRO-USER" has had a series of articles on making weather station components to use with the BBC for measuring elements of weather:

anemometer	June 1985
pressure transducers	April 1986
weather vane	October 1986
hygrometer	December 1986
temperature	March 1987

An easy guide to recognition of cloud types and their relative heights could be provided for the children on a TOUCH EXPLORER overlay, either from a photograph or a diagram.

From their detailed study of weather, the children could be encouraged to make generalisations of the seasonal differences of British weather. They can also learn to appreciate the implications of differences in weather on plant growth by creating a variety of artificial microclimates, with different amounts of light / heat / water and recording the growth of their experiments on a PROMPT-WRITER chart or a spread sheet (GRASSHOPPER).

Having had the experience of a heavy day's rain at home and realising it only represented 45mm, should make it easier for the children to comprehend how destructive 150mm falling in one day can be - especially on a parched landscape in Ethiopia. Programs like NOMSIM (MICRO-USER), KINGDOM (BBC WELCOME) and NOMAD (BBC) simulate the consequences of drought and flood and allow the children the chance of pitting their wits against them.

SHIPWRECK allows the children to choose articles to help them survive on a deserted island. An appreciation of the effects heat, cold and water have on their survival rate is an important part of the program.

The HOT and COLD ACTIVITIES discs and documentation can form an extension to work on weather. There are a variety of activities related to experiments to do with hot and cold sensations. Some of these also require a thermistor which interfaces with the computer.

PROGRAMS FOR USE IN MODULE 4: IS THE SUN SHINING ?

The programs and materials listed below have all been cited in this module. If the Course Leader only wishes to use two programs for the Course, it would be best to concentrate on PROMPT-WRITER and LIST EXPLORER plus GRASSHOPPER, if it is available.

Blue File Programs:

HOT AND COLD 1&2
LISTS

MESU programs:
CAPTION
LIST EXPLORER
PROMPT/WRITER
TOUCH EXPLORER
USING REBUS

Support Materials:

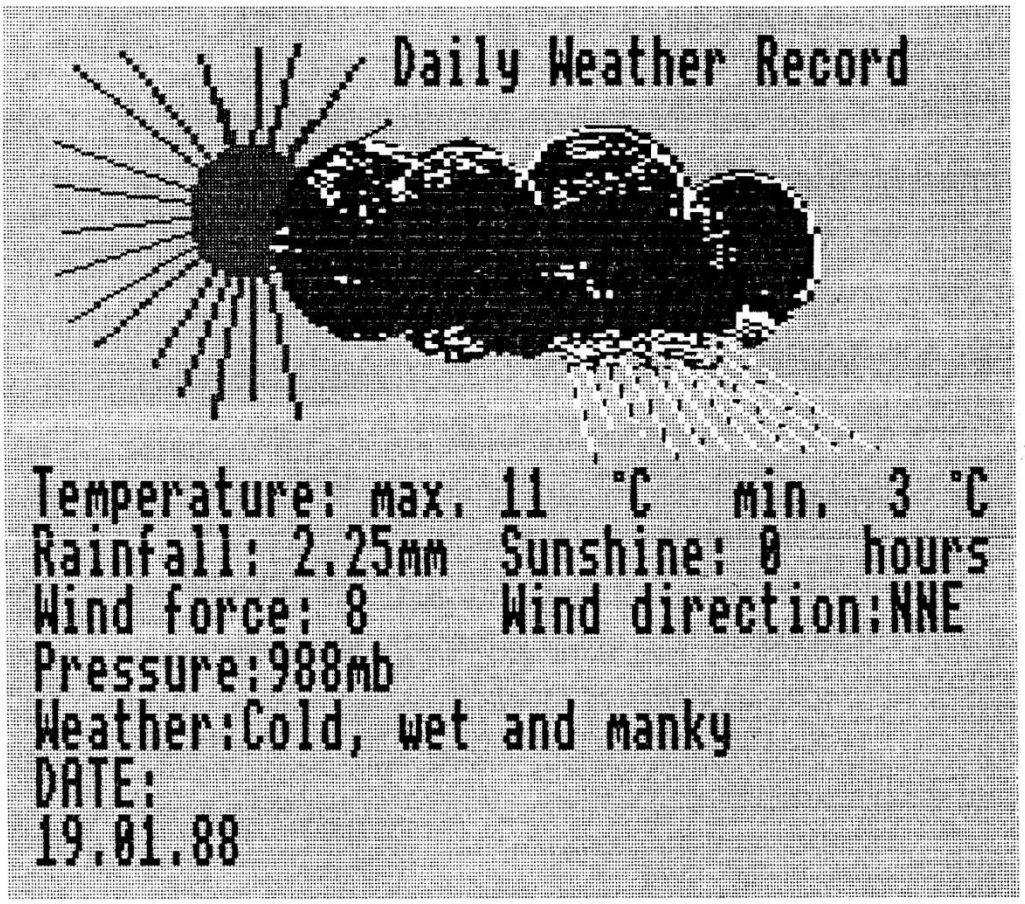
CAPTION	printout of daily weather record
GRASSHOPPER	printout of weather data
GRASSHOPPER	printout of plant experiments data
LISTS	sample of weather data printout

Other programs:

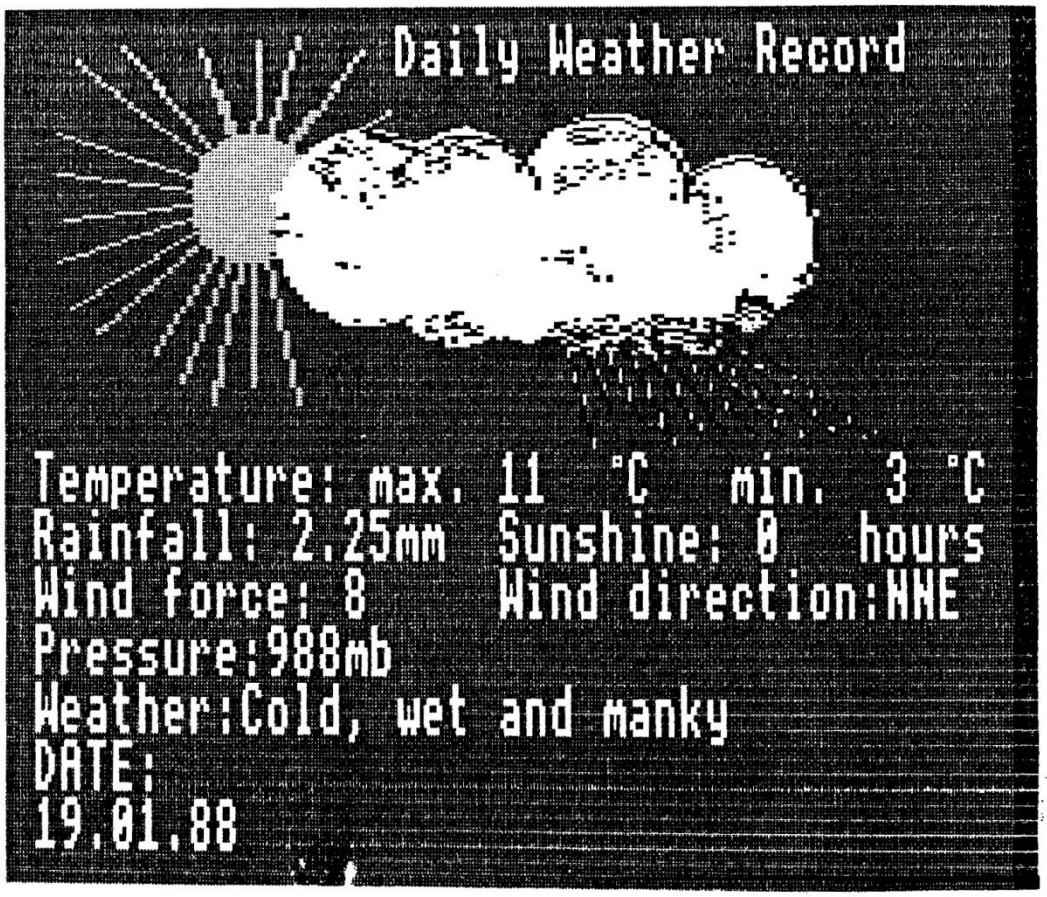
GRASSHOPPER (NEWMAN COLLEGE)	£30.00
KEY (GRANADA)	£5.00
KINGDOM (BBC WELCOME)	
NOMAD (BBC)	£17.50
NOMSIM (MICRO-USER)	
SHIPWRECK	
WEATHER (MICROSPECIAL)	£17.50
WEATHER PLOT PR13/7(RESOURCE)	£15.95

Daily weather recording on CAPTION

Inverted printout:
(reduced)



True-colour printout:
(reduced)



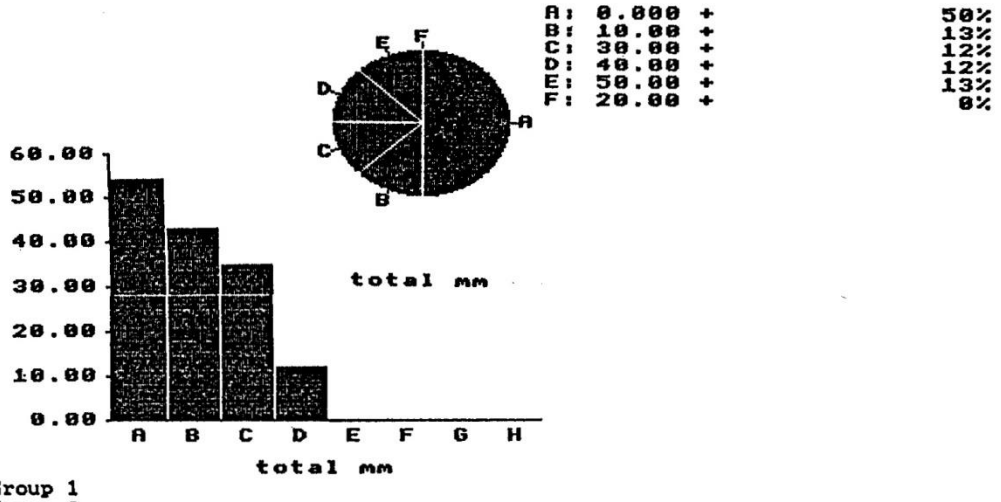
Annual Rainfall printed out from Spreadsheet GRASSHOPPER)

Annual Rainfall printed out from Spreadsheet (GRASSHOPPER)

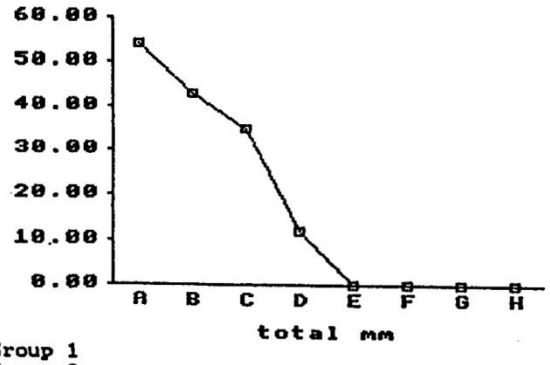
:	A	B	C	D	E	F	G	H	I	J	K	L	M
00:		*JANUARY*	*FEBRUARY*	*MARCH*	*APRIL*	*MAY*	*JUNE*	*JULY*	*AUGUST*	*SEPTEMBER*	*OCTOBER*	*NOVEMBER*	*DECEMBER*
01:		6.25	5.50	0.00	0.00	0.00	0.00	0.00	2.00	4.00	0.00	10.00	0.00
02:		2.00	4.40	0.00	0.00	0.00	2.00	0.00	0.00	0.00	0.00	0.50	0.00
03:		0.00	0.25	0.00	0.00	0.00	1.25	0.00	0.25	8.00	0.00	1.00	0.00
04:		0.25	0.25	0.25	1.00	0.50	1.00	0.25	1.00	1.00	0.00	0.00	0.50
05:		4.00	1.50	0.00	1.00	0.50	0.75	0.00	1.00	0.25	0.00	2.00	3.25
06:		0.25	0.50	0.00	0.50	18.00	0.00	0.00	5.00	0.00	0.00	0.00	0.50
07:		0.00	0.00	0.00	10.00	1.00	0.00	0.00	4.50	0.10	0.00	1.25	0.00
08:		0.00	1.00	0.00	4.00	0.00	1.00	0.00	0.50	0.00	0.00	0.00	1.25
09:		0.25	0.00	0.00	0.00	0.20	4.00	0.00	0.00	0.00	0.00	0.00	1.75
10:		0.00	0.00	3.00	1.50	0.00	13.00	0.00	0.00	0.00	0.01	0.01	0.20
11:		0.00	0.00	0.00	2.25	0.50	0.00	0.00	0.00	0.00	0.00	0.00	1.25
12:		0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.00	0.25	0.00
13:		0.25	0.00	0.00	6.30	0.00	0.00	0.00	1.00	0.00	0.25	0.50	2.00
14:		0.00	0.00	0.00	1.50	3.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
15:		0.00	0.00	0.00	11.20	1.00	0.00	0.00	0.00	0.00	0.25	0.00	2.00
16:		0.00	0.25	2.40	8.10	0.00	0.00	0.00	0.00	0.00	0.50	0.25	1.00
17:		2.00	0.00	0.00	10.25	0.25	1.00	0.00	0.00	0.00	0.25	0.01	0.50
18:		2.75	0.00	3.20	0.25	0.00	0.00	0.00	0.50	0.00	0.75	0.50	0.25
19:		4.20	0.25	1.00	7.00	0.00	0.00	0.50	0.00	0.00	1.25	6.25	0.50
20:		3.00	13.40	0.50	1.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21:		0.00	1.50	0.25	8.50	0.01	0.25	0.00	0.00	0.00	0.00	0.50	1.20
22:		2.00	2.50	1.00	0.00	0.00	0.00	0.70	0.00	0.25	1.00	1.00	4.00
23:		0.00	0.25	0.00	0.00	0.00	1.00	0.00	0.00	0.01	1.00	0.50	4.50
24:		0.00	0.00	19.40	2.25	0.01	0.25	0.25	0.00	0.00	0.25	0.25	1.50
25:		0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.25	0.00	1.50	0.50	1.25
26:		0.00	0.00	4.00	0.00	0.00	0.00	0.00	22.00	0.00	0.00	1.25	0.00
27:		0.25	0.00	0.00	0.00	0.00	0.00	0.00	18.00	0.00	1.50	0.50	0.50
28:		13.10	0.00	2.00	0.25	0.00	0.00	1.25	4.50	0.00	1.50	0.00	0.50
29:		4.25		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	1.25
30:		0.00		0.00	0.00	4.00	0.00	2.50	1.00	0.00	0.25	0.00	4.00
31:		0.50		3.50		0.50		0.25	0.00		0.25		3.00
32:	*TOTAL:mm*	45.30	33.55	40.5	76.85	49.98	25.5	5.7	63.5	13.61	11.01	27.02	36.65

Printout from GRASSHOPPER spreadsheet recording details of plant experiments.

:	A	B	C	D	E	F	G	H	I
00:	Day	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
01:	1	0	0	0	0	0	0	0	0
02:	2	1	0	0	0	0	0	0	0
03:	3	5	4	3	0	0	0	0	0
04:	4	10	9	8	2	0	0	0	0
05:	5	14	12	10	4	0	0	0	0
06:									
07:	8	24	18	14	6	0	0	0	0
08:	9								
09:	10								
10:	11								
11:	12								
12:									
13:	15								
14:	16								
15:	17								
16:	18								
17:	19								
18:									
19:	total mm	54	43	35	12	0	0	0	0
20:									
21:	Group 1	warm	wet	light					
22:	Group 2	warm	wet	dark					
23:	Group 3	cool	wet	light					
24:	Group 4	cool	wet	dark					
25:	Group 5	warm	dry	light					
26:	Group 6	warm	dry	dark					
27:	Group 7	cool	dry	light					
28:	Group 8	cool	dry	dark					



A: Group 1
B: Group 2
C: Group 3
D: Group 4
E: Group 5
F: Group 6
G: Group 7
H: Group 8



A: Group 1
B: Group 2
C: Group 3
D: Group 4
E: Group 5
F: Group 6
G: Group 7
H: Group 8

Part of printout of weather records from LIST EXPLORER

```
List name: JANUARY
------------------

record 1: 1st
    Maximum Temp.  .....  4'C
    Minimum Temp.  .....  -1'C
    Rainfall       .....  6.25mm
    Air Pressure   .....  978mb
    WindDirection  .....  SE
    Wind Force     .....  6
    Weather Type   .....  sleet,windy

record 2: 2nd
    Maximum Temp.  .....  3'C
    Minimum Temp.  .....  -2'C
    Rainfall       .....  2.00mm
    Air Pressure   .....  1003mb
    WindDirection  .....  N
    Wind Force     .....  1
    Weather Type   .....  snow, cloudy

record 3: 3rd
    Maximum Temp.  .....  1'C
    Minimum Temp.  .....  -6'C
    Rainfall       .....  0mm
    Air Pressure   .....  1006mb
    WindDirection  .....  W
    Wind Force     .....  1
    Weather Type   .....  frosty,cloudy

record 4: 4th
    Maximum Temp.  .....  0'C
    Minimum Temp.  .....  -5'C
    Rainfall       .....  0.25mm
    Air Pressure   .....  989mb
    WindDirection  .....  calm
    Wind Force     .....  0
    Weather Type   .....  snow, cloudy

record 5: 5th
    Maximum Temp.  .....  3'C
    Minimum Temp.  .....  -4'C
    Rainfall       .....  4.00mm
    Air Pressure   .....  1004mb
    WindDirection  .....  SE
    Wind Force     .....  1
    Weather Type   .....  thaw, rain, frost

record 6: 6th
    Maximum Temp.  .....  2'C
    Minimum Temp.  .....  -2'C
    Rainfall       .....  0.20mm
    Air Pressure   .....  1006mb
    WindDirection  .....  S
    Wind Force     .....  1
    Weather Type   .....  snow, cloudy

List name: MAY
--------------

record 1: 1st
    Maximum Temp.  .....  21'C
    Minimum Temp.  .....  5'C
    Rainfall       .....  0.01mm
    Air Pressure   .....  1008mb
    WindDirection  .....  S
    Wind Force     .....  4
    Weather Type   .....  hot,sunny

record 2: 2nd
    Maximum Temp.  .....  8'C
    Minimum Temp.  .....  0'C
    Rainfall       .....  .50mm
    Air Pressure   .....  1008mb
    WindDirection  .....  N
    Wind Force     .....  6
    Weather Type   .....  cold,windy

record 3: 3rd
    Maximum Temp.  .....  3'C
    Minimum Temp.  .....  2'C
    Rainfall       .....  1.25mm
    Air Pressure   .....  1021mb
    WindDirection  .....  NE
    Wind Force     .....  8
    Weather Type   .....  gale,cloudy,wet

record 4: 4th
    Maximum Temp.  .....  8'C
    Minimum Temp.  .....  -1'C
    Rainfall       .....  0mm
    Air Pressure   .....  1029mb
    WindDirection  .....  E
    Wind Force     .....  2
    Weather Type   .....  sunny,haze

record 5: 5th
    Maximum Temp.  .....  14'C
    Minimum Temp.  .....  7'C
    Rainfall       .....  0mm
    Air Pressure   .....  1030mb
    WindDirection  .....  SW
    Wind Force     .....  1
    Weather Type   .....  hot,sunny

record 6: 6th
    Maximum Temp.  .....  16'C
    Minimum Temp.  .....  4'C
    Rainfall       .....  0mm
    Air Pressure   .....  1030mb
    WindDirection  .....  NNW
    Wind Force     .....  2
    Weather Type   .....  hot,sunny
```

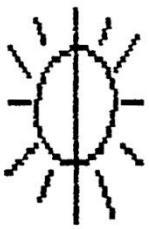
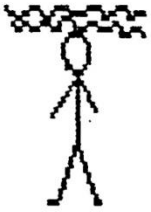
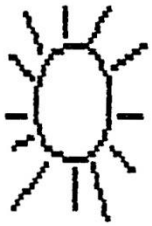
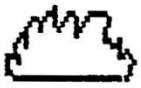
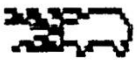
Partly completed Plant Experiment record sheet, done on PROMPT-WRITER

PLANT EXPERIMENTS

Group 1= light /warm / wet
Group 2= light /cool / wet
Group 3= dark / warm / wet
Group 4= dark / cool / wet
Group 5= cool / dry
Group 6= warm / dry

	1	2	3	4	5	6
day 1	-	-	-	-	-	-
day 2	2	.5	1.5	.2	-	-
day 3						
day 4						
day 5						

Using rebuses for weather reports

			
today	is	cold	hot
			
sun	calm	cloudy	drizzle
			
fog	rain	thunder	storm
			
wind	frost	snow	no

(light)

LIST EXPLORER

The weather this month

Filename: January
Filename: May

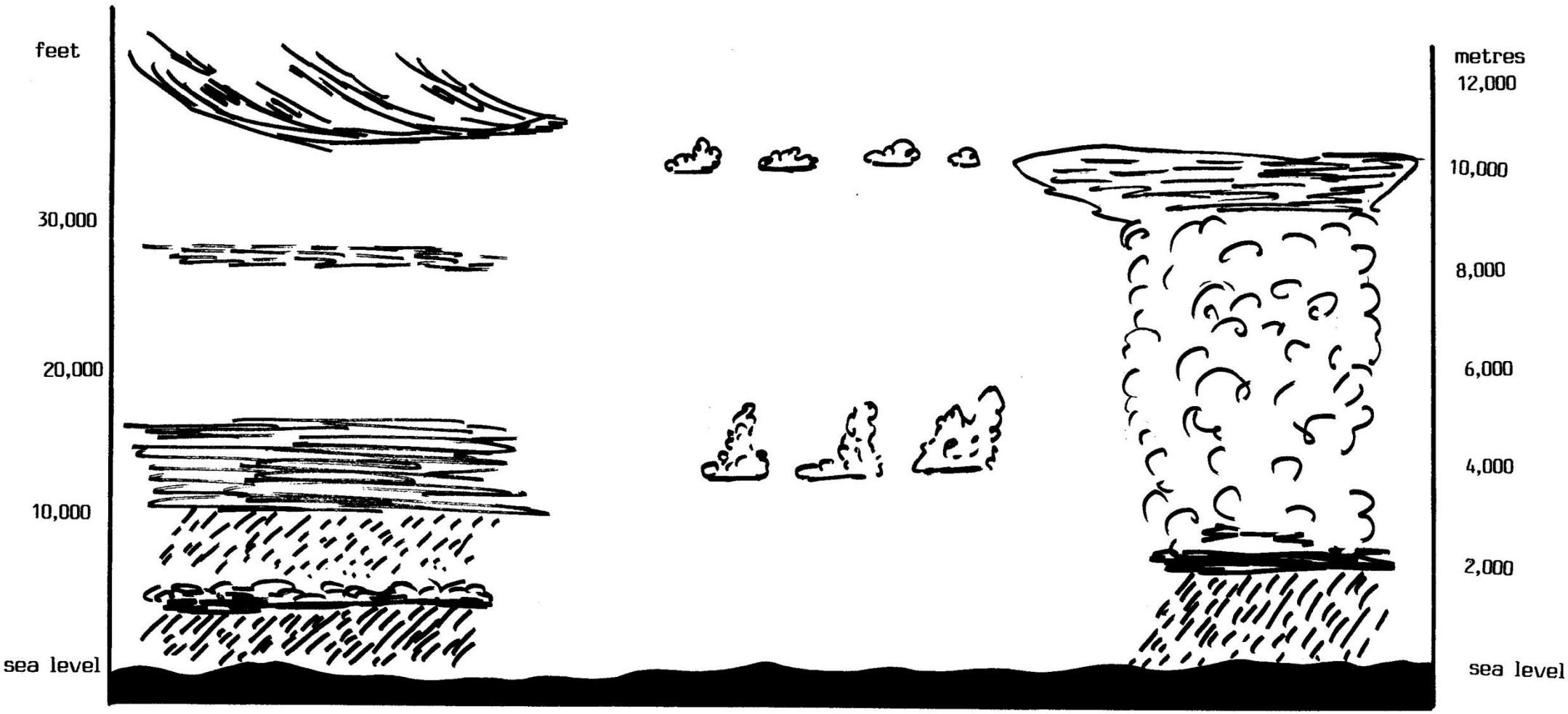
1	2	3	4	5	6	7	FINISH
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Maximum Temperature	Rainfall	Wind Force	Weather
Minimum Temperature	Air Pressure	Wind Direction	

(light)

Cloud types

TOUCH EXPLORER
Filename: clouds



THEMATIC STARTING POINTS

MODULE 5: HOW DO I GET AROUND?

Spatial awareness is a very important concept for children to acquire, a process which is often particularly problematic for children with specific learning difficulties and/or minimal brain damage. A child requires an awareness of the positions of objects and places relative to himself before he can begin to understand their symbolic representation on maps or plans. The first stage of transferring from the concrete experience of walking in different compass directions in the playground, to beginning to comprehend the abstraction of direction on maps, can be facilitated by using the microcomputer.

There are programs devised specifically for the teaching of map-reading and map-making skills and framework programs can be used to individualise the work to the neighbourhood or a specific child. The MicroPrimer program CRASH, especially if used in conjunction with Big Trak, is useful for looking at direction in an experiential and pragmatic way. WALK from TECMEDIA offers similar pre-logo practice, but in a room with real objects to avoid. WATCHPerson (MicroPrimer) and PAPER ROUND (Micro Special) offer more complex situations. JOURNEY (Scetlander) has a range of programs that analyse map-reading skills and provide experience through good, clear graphics and easily read text.

The child can create a house full of objects in MOVING IN, with the objects placed at her/his discretion. The final picture can be saved as a file and moved into WINDOW. The child can then test memory / spatial skills by using a self-created file.

Files can be prepared for TOUCH EXPLORER+ for identifying map symbols. Sections of large scale OS maps can be put on the Concept Board and through TOUCH EXPLORER+ the teacher can present information related to particular places at a touch of the Concept Board.

TOUCH EXPLORER+ can be used to make a series of 'treasure trails', starting with one in the classroom and moving out to trails round the school building, the grounds, the neighbourhood, the park, the town etc. Using a real map or sketch map to plot the data, the children can then work from the map, or be given a blank overlay, so that they can compile a map from clues they get from the screen.

The graphics facility in CAPTION can be used to make outline plans of your school and classroom. A master map can be stored on disc and the child or teacher can print on place names, set up a treasure hunt or route-finding exercise that can be printed out to use on the ground. The word processing facilities of the program can then be used to add specific information to these outline maps, such as

identifying classrooms
locating doors, windows etc.
setting trails to be followed on foot

Other map skills that can be taught with the aid of the micro are co-ordinates and map symbols. There are a great many maths programs which help to teach the use of co-ordinates but MARSH (MAPE) is a practical map-related, problem-solving program, which involves route finding. Many maths programs have a variety of games to help teach the principle of co-ordinates, but the teacher can produce exercises specific to the school or area on TOUCH EXPLORER+. The overlays can be co-ordinate grids of increasing complexity. Each child can be given a list of grid references; pressing the correct point on the Concept Keyboard will put a statement on the screen, which the child can then copy onto the list. Conversely a real map can be used and when the child presses a place on the map, its grid reference appears on the screen. The USING REBUS program could be used to make a file of map symbols. These can then be printed and stuck on cards to make identification cards or used for a snap game. They could also be used to make an overlay for PROMPT/ WRITER or TOUCH EXPLORER+.

A study of direction as such, could be too abstract for most primary children with learning difficulties, but might well become an integral part of a study of modes of transport. LIST EXPLORER, LISTS and TOUCH EXPLORER+ can all have files on the transport theme prepared for them, both by the teacher and by groups of children for others to use.

Control Technology could be introduced as a part of this module. Learning to control the movements of a buggy or a turtle could be of great benefit to a child with spatial problems. Simple electronics can be used through

the Microelectronics For All kit to make traffic lights to control a level crossing or pelican crossing. This has a two-fold function of presenting a meaningful experience of electronics, combined with reinforcement of road safety skills. Such construction of traffic lights, level crossings or flashing lighthouses would certainly add an extra dimension to the traditional junk model and will give the children pertinent, practical experience in simple electronics.

In addition to this there are many programs which can be used to stimulate thought, encourage reading and provide vehicles for problem-solving related to cars, trains, bikes, ships and aeroplanes.

PROGRAMS FOR USE IN MODULE 5: HOW DO I GET AROUND

The programs and materials listed below have all been cited in this module. If the Course Leader only wishes to use two programs for the Course, it would be best to concentrate on TOUCH EXPLORER and CAPTION plus JOURNEY, if it is available.

Blue File Programs:
CRASH
LISTS
WATCHPERSON

MESU programs:
CAPTION
LIST EXPLORER
MOVING IN
PROMPT/WRITER
TOUCH EXPLORER+
USING REBUS
WINDOW

Other Programs:

JOURNEY (SCETLANDER)	£25.00
PAPER ROUND (MICRO SPECIAL)	£17.50
WALK (TECMEDIA)	£8.50
roads / bikes / cars / lorries:	
CARS-MATHS IN MOTION (CSH)	£20.00
TO SCHOOL CAREFULLY(FERNLEAF)	£17.00
KNOW THE CODE (STEP)	£22.94
ROUNDABOUT (STEP)	£12.95
BIKE & SIGN (STEP)	£12.95
ROAD SIGNS PROJECT (WARD LOCKE)	£30.00
WORDWEB (street) (ESM)	£30.00
BIKE (CLWYD TECHNICS)	£9.95
railways:	
HIGH PEAK RAILWAY(RESOURCE)	£18.95
LETS EXPLORE LONDON (CSH)	£12.00
aircraft:	
AIR TRAFFIC CONTROL(GRAN.)	£13.25
FLIGHT (BBC)	£17.50
FLIGHTPATH (STORM)	£17.65
ships:	
SPANISH MAIN (MICRO PRIMER)	
MARY ROSE (GINN)	£32.50
FERRY/PEAC4 (RESOURCE)	£11.95
JAM TODAY/PEAC4 (RESOURCE)	£11.95

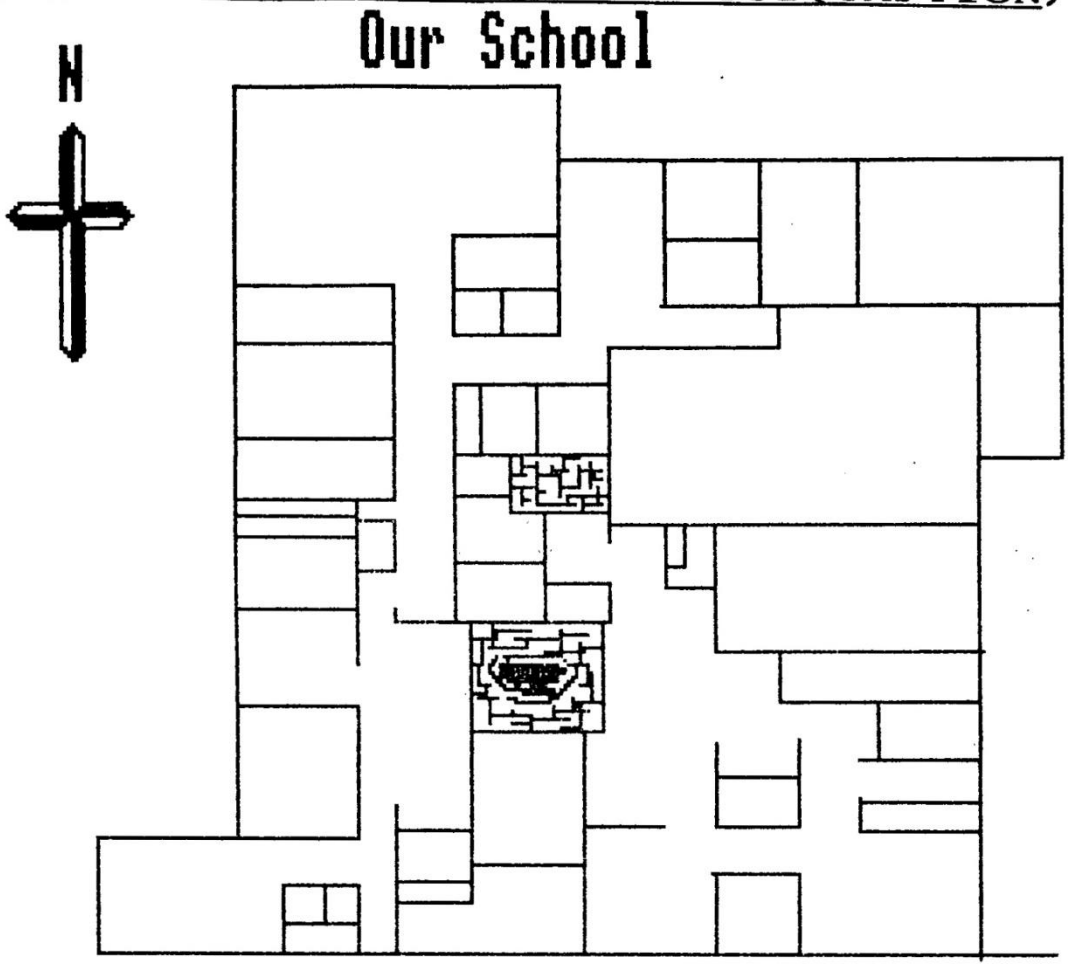
Support Materials:

CAPTION	printout School Plan / Route
PROMPT/WRITER	printout Where the crow flies

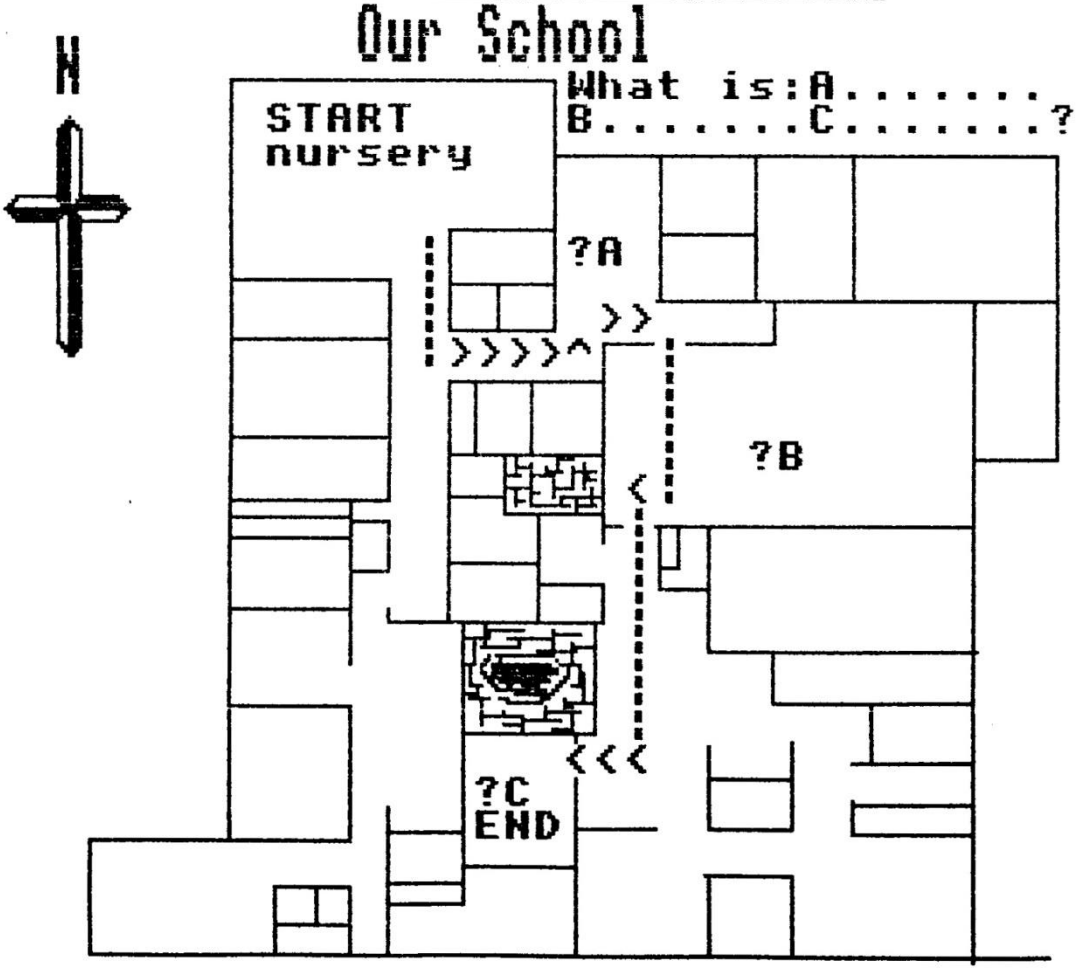
Data Files for:

CAPTION	school plan
LIST EXPLORER	transpt
PROMPT/WRITER	crow
TOUCH EXPLORER+	room1 / hunt / coord1 / crowAA4/crowA3 / mapsymb
WINDOW	house

Make a base map of the school(CAPTION)



Use the base map for orientation



Worksheet made on PROMPT-WRITER

***** Where does the crow fly? *****

Fill in the names of the school:

SOUTH to:

1a 1b

1c 1d

SOUTH EAST TO:

2a 2b

NORTH to:

3a 3b

NORTH WEST to:

4a 4b

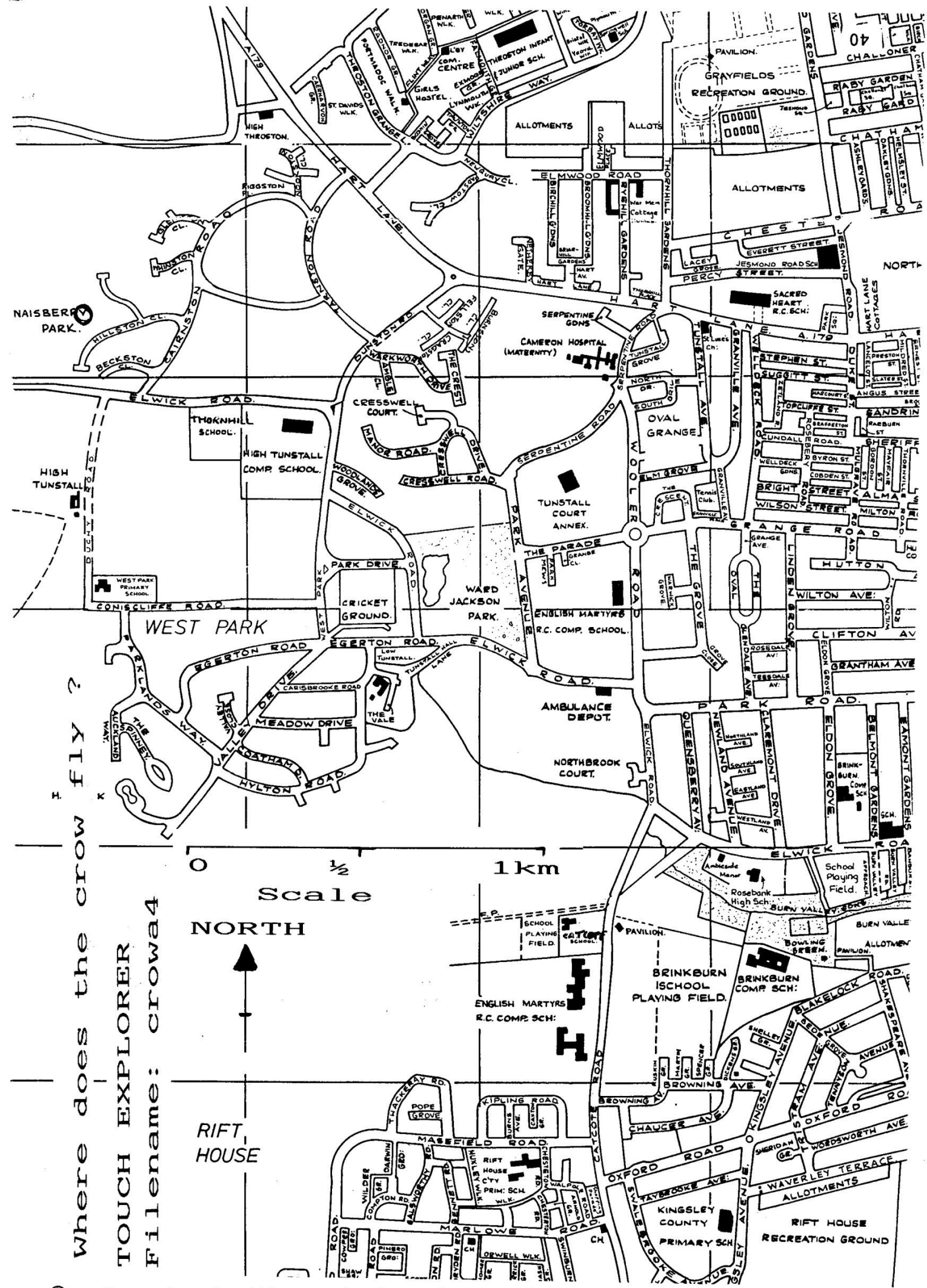
EAST to: 5

NORTH EAST to:

6a 6b

WEST to: 7

****

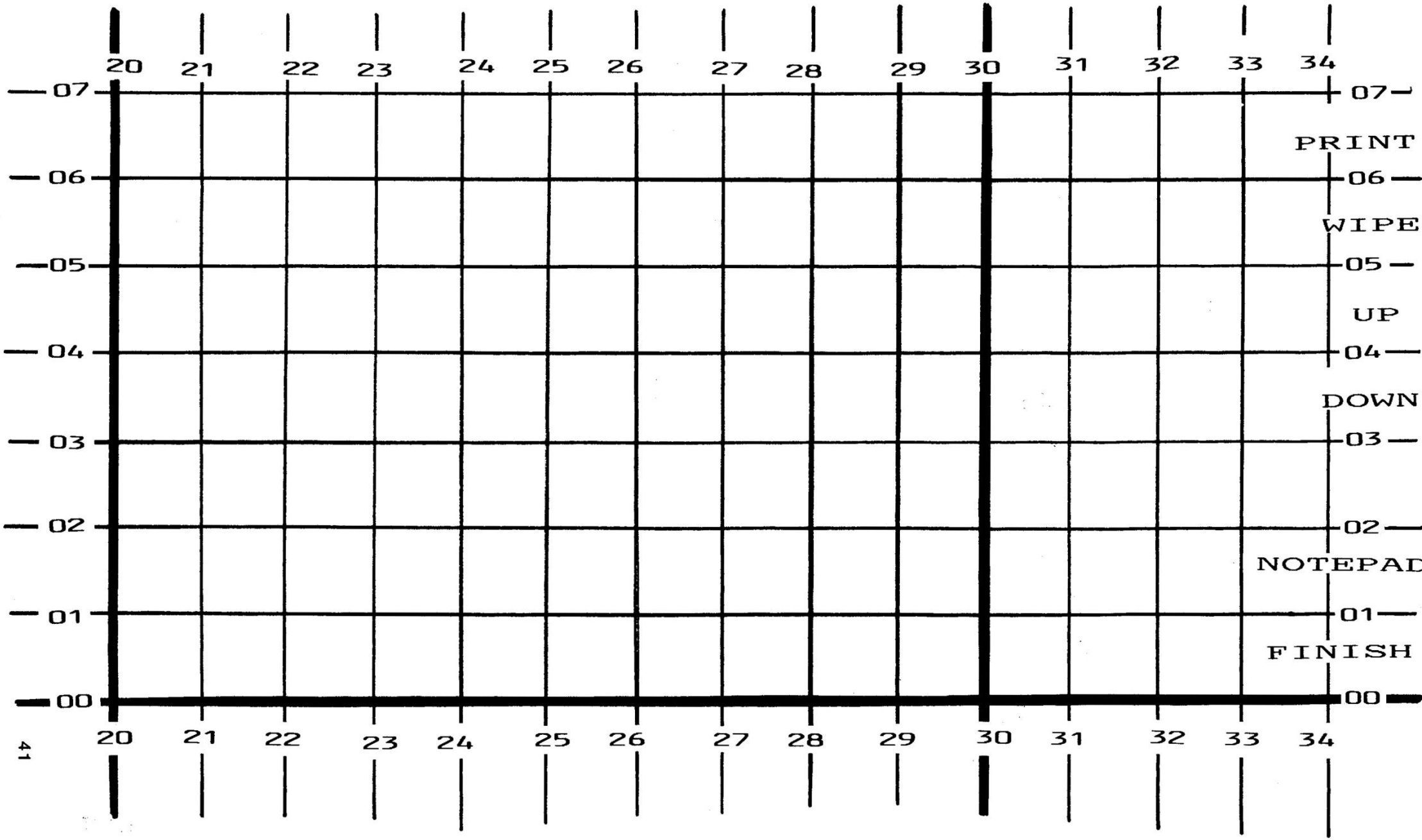


(light)

What lies hidden ?

TOUCH EXPLORER

Filename: coord

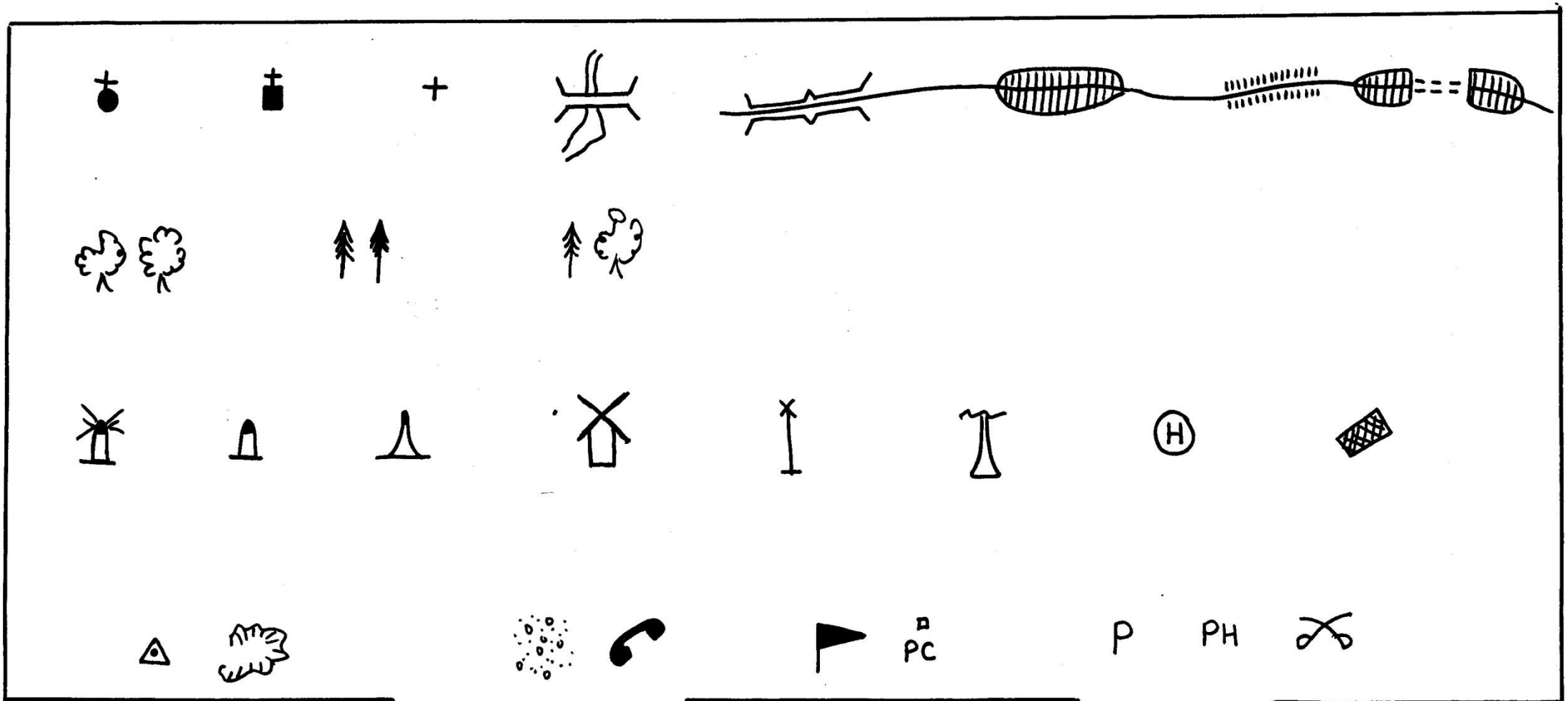


(light)

TOUCH EXPLORER

Map Symbols

Filename MAPSYMB



PRINT Message

Notepad

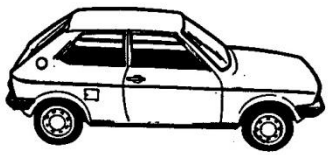
FINISH

(light)

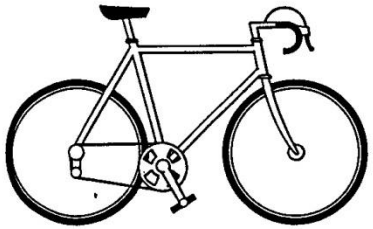
Moving around

LIST EXPLORER

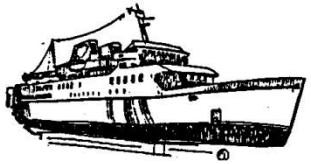
Filename: TRANSPT









- Wheels
- Speed
- Weight
- Use
- Personnel
- Location
- FINISH

THEMATIC STARTING POINTS

MODULE 6: MY PET

Animals are another popular topic theme with children. Many children have a cat, or dog, or some small rodent as a pet. The ANIMAL program is a good way of getting them to look analytically at animals, as they have to find some distinguishing characteristic to distinguish their animal from the others in the program. The ANIMAL PACK may provide suitable material for older children, while its ideas can be adapted for younger children. ZOOPAK, ANIMAL RESCUE, WORD,WORDS,WORDS and WORDWEB (zoo) provide a wide range of programs on a zoo theme.

From an initial interest in the animals, the children can be encouraged to find out more about the relevant habitats. The school pond, the school field, the park, a wood, a moor, the sea - some at least, of these environments will be on the doorstep and available for fieldwork. There are two programs from MAPE and GRANADA called POND which provide excellent simulations of pond dipping. The GRANADA one also lets the child see the effects of pollution or dominance by plants or species.

SUBURBAN FOX has a wealth of support materials to help the children to have some empathy with the lifestyle of a fox living on the edge of the town and country. The slower child may need some help with the reading, but as the program is used best in groups, this need not present too many problems.

CAPTION comes with some suitable pages that can be used to stimulate creative writing on a habitat theme and the teacher or the children may be inspired to create pages to use both in CAPTION or WINDOW

For those habitats that are not immediately available, large calendar pictures or old Shell Nature posters can be cut down to use on TOUCH EXPLORER+ and PROMPT/WRITER. Using the same overlay, files can be produced on both these programs that can be used for identification purposes or for supporting the poor readers / writers to create text about a subject that may be of great interest to them.

PROGRAMS FOR USE IN MODULE 6: MY PET

The programs and materials listed below have all been cited in this module. If the Course Leader only wishes to use two programs for the Course, it would be best to concentrate on CAPTION and TOUCH EXPLORER+, plus one of the PONDs, if it is available.

Blue File programs:
ANIMAL

MESU programs:
ANIMAL PACK
CAPTION
PROMPT/WRITER
WINDOW

Other programs:

ANIMAL RESCUE (SHERSTON)	£16.00
POND (GRANADA)	£17.95
POND (MAPE)	£10.00
SUBURBAN FOX (GINN)	£45.00
WORDS,WORDS,WORDS (ASK/ESM)	£19.95
WORDWEB (zoo) (ESM)	£30.00
ZOOPAK (4MATION)	£21.00
OWL PACK (MAPE)	£12.00

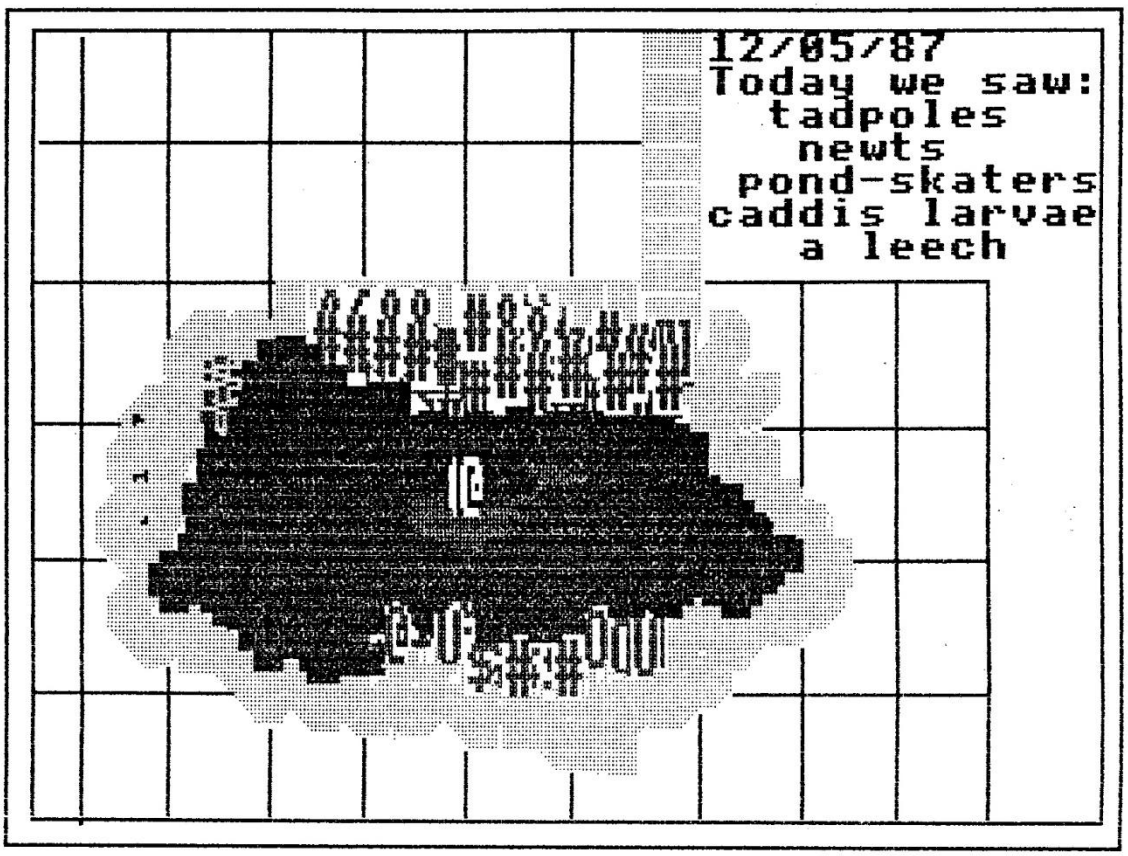
Support Materials:

CAPTION:	printouts for beach / pond / frogs
PROMPT/WRITER:	wotsit overlay
TOUCH EXPLORER+:	nature overlay

Data files for overlays:

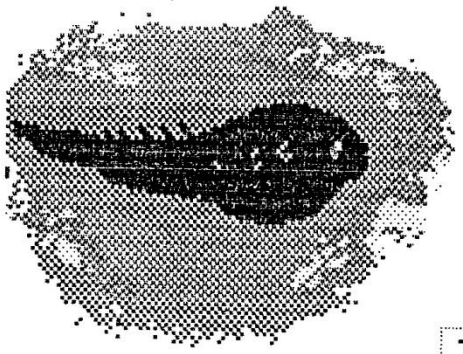
CAPTION:	beach / frogs / pond / woodland
LIST EXPLORER:	river
PROMPT/WRITER:	nature / wotsit
TOUCH EXPLORER+:	riva

Our Pond



The Life Cycle of the Frog

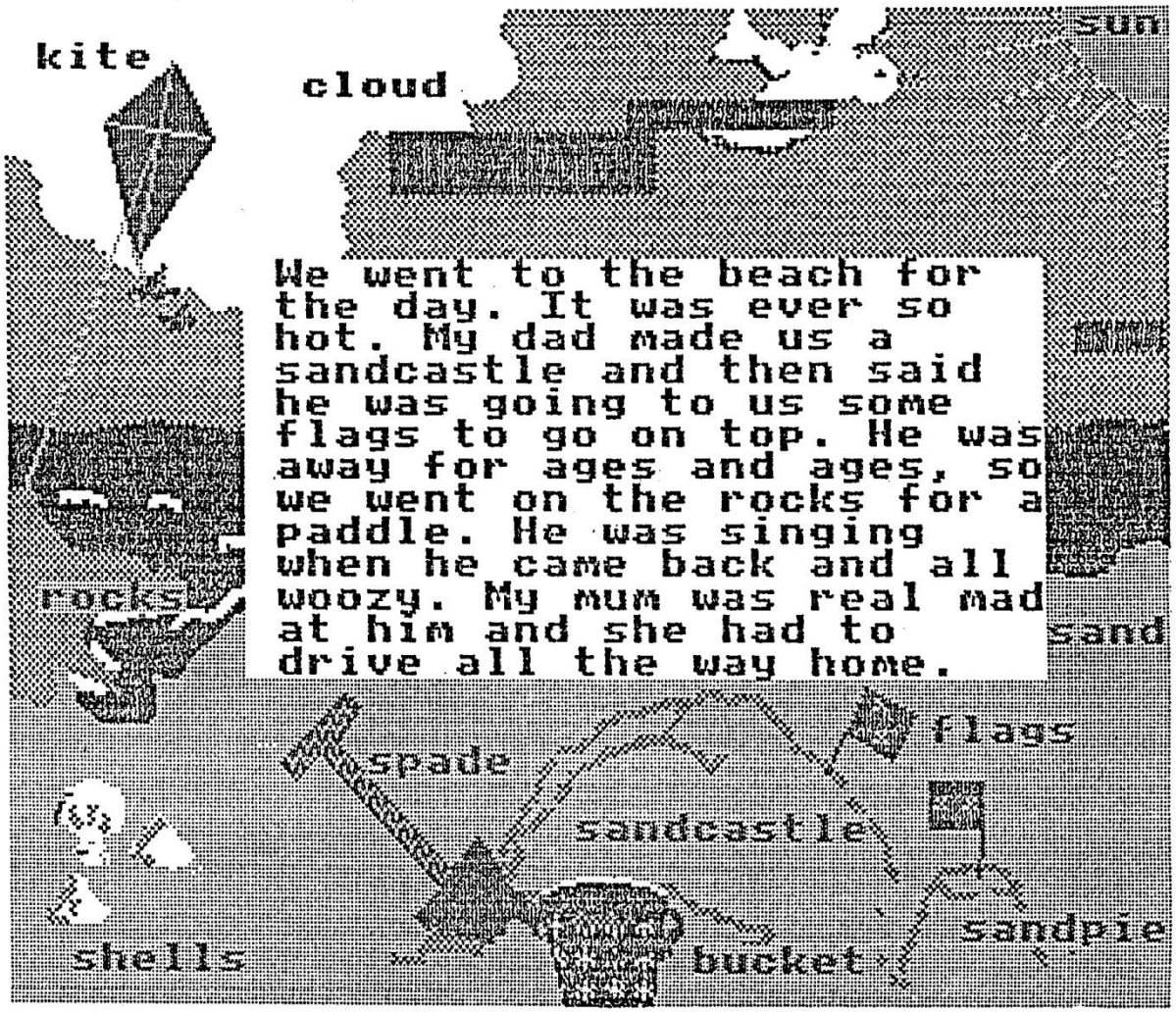
Frog's eggs are called frog spawn. They are blobs of jelly with black spots in them. They float in the pond. Tadpoles come out of it

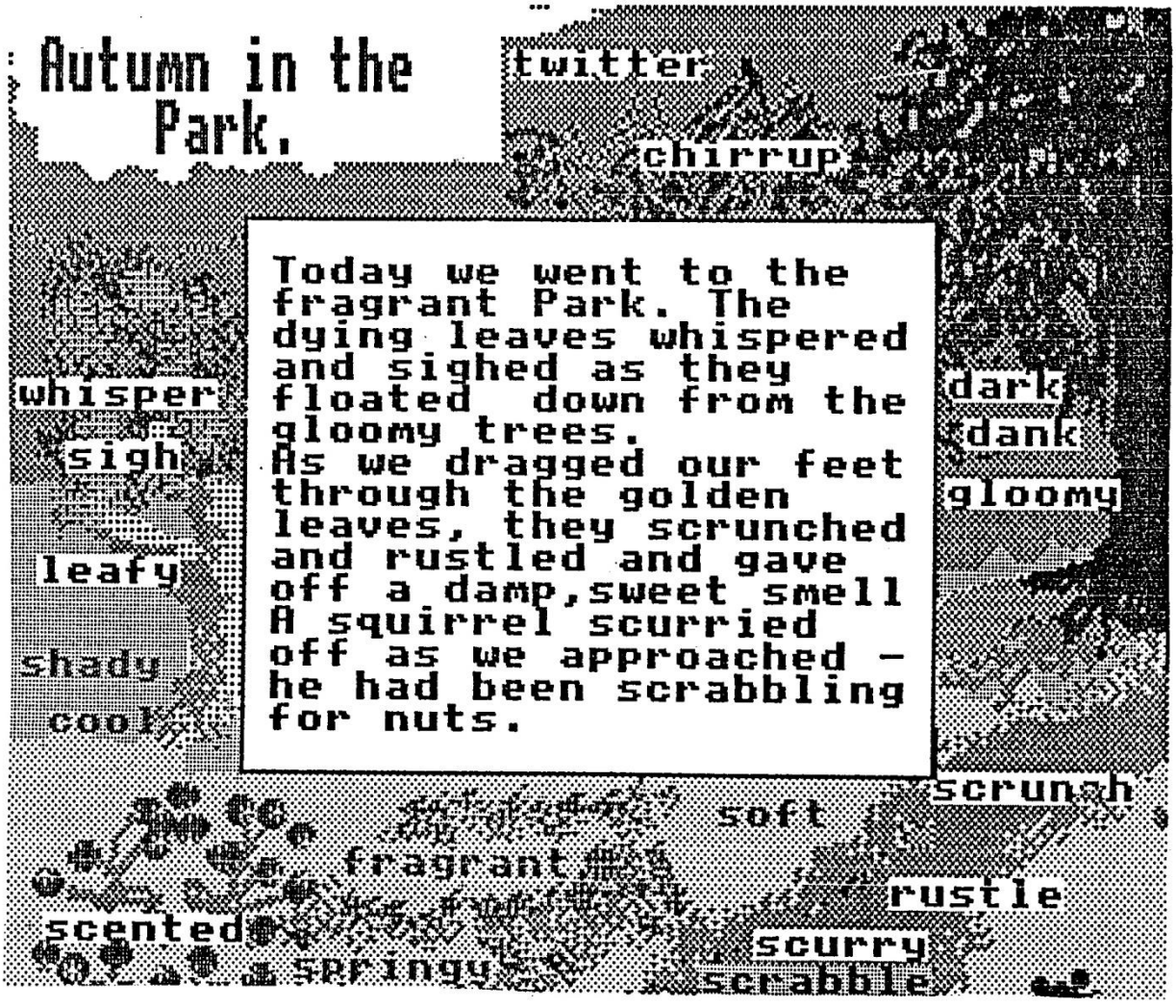


The taddies are little and wriggly at first. Later they get legs and then they lose their tails.They sit and bask on the stones.

Taddies grow into great big frogs. It takes a few years to get really big. They are brown and yellow and slimey and squirt all over you if you pick them up. Frogs live on land and water

Use CAPTION for written work





(light)

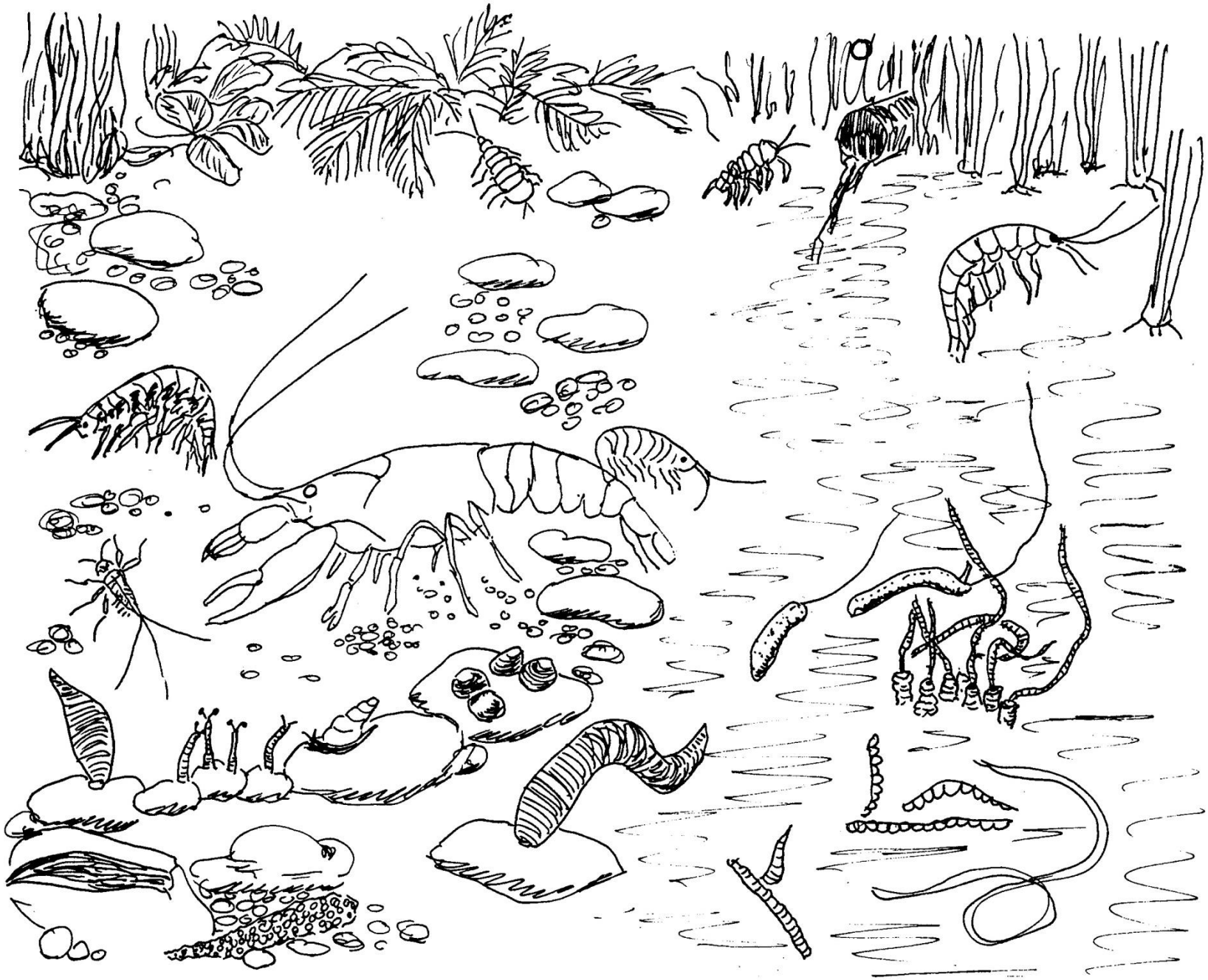
FINISH

Clean water

Polluted water

Either

PRINT	UP
NOTEPAD	DOWN
WIPE	

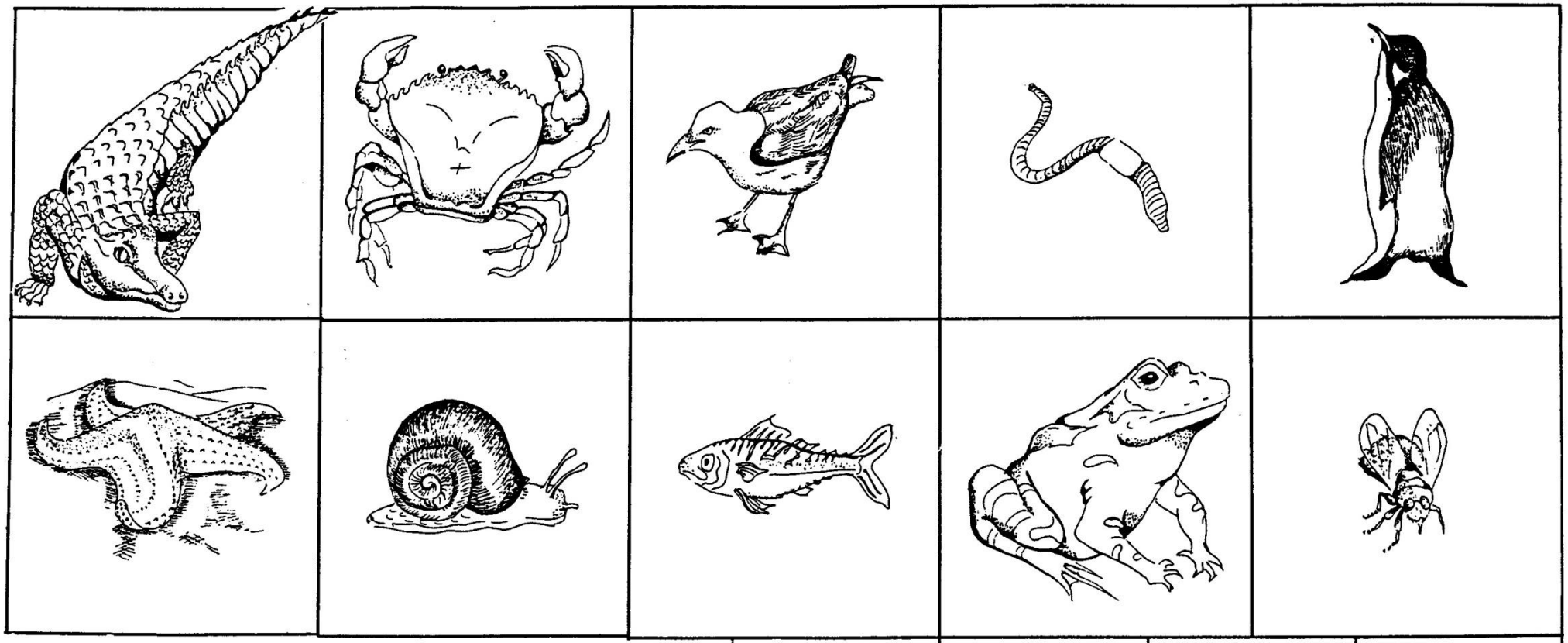


TOUCH EXPLORER Filename: RIVA

LIST EXPLORER Filename:RIVER

Load the writing 'WHOTSIT'.
Finish the descriptions by pressing on the right word.

Filename: **WHOTSIT**



DELETE	RETURN	←	→
SPACE		↑	↓

REFERENCE LIST OF PROGRAMS

Availability
The following commercial programs are referred to in the text. A list of suppliers' names and addresses is available in Briefing 3.3 from MESU, Unit 6 Sir William Lyons Road, Science Park, University of Warwick Coventry CV4 7EZ

AIR TRAFFIC CONTROL(GRANADA)	£13.25
ALBERT'S HOUSE (RESOURCE)	£16.95
ALL ABOUT ME (NORICC)	£7.50
ANIMAL RESCUE (SHERSTON)	£16.00
BIKE (CLWYD TECHNICS)	£9.95
BIKE & SIGN (STEP)	£12.95
CARS-MATHS IN MOTION (CSH)	£20.00
CASTLE PACK (RESOURCE)	£19.95
CATEBY MANOR (RESOURCE)	£24.95
DESIGN A HOUSE(GRANADA)	£18.95
EATING FOR HEALTH(MICROSPECIAL)	£17.50
FARM (NORICC)	£11.50
FEED THE FAMILY (MICROSPECIAL)	£17.50
FERRY/PEAC4 (RESOURCE)	£11.95
FLIGHT (BBC)	£17.50
FLIGHTPATH (STORM)	£17.65
GRASSHOPPER(NEWMANCOLLEGE)	£30.00
HIGH PEAK RAILWAY(RESOURCE)	£18.95
HOW WE USED TO LIVE (FERNLEAF)	£31.30
INTO THE UNKNOWN (TRESSEL)	£27.00
JAM TODAY/PEAC4 (RESOURCE)	£11.95
JOURNEY (SCETLANDER)	£25.00
KEY (GRANADA)	£5.00
KINGDOM (BBC WELCOME)	
KNOW THE CODE (STEP)	£22.94
LETS EXPLORE LONDON (CSH)	£12.00
MARY ROSE (GINN)	£32.50
MYSTERY (MICROSPECIAL)	£17.50
NOMAD (BBC)	£17.50
NOMSIM (MICRO-USER)	
NORMANS (FERNLEAF)	£59.00
OWL PACK (MAPE)	£12.00
PAPER ROUND (MICRO SPECIAL)	£17.50
PLAN A SCHOOL(RESOURCE)	£11.95
POND (GRANADA)	£17.95
POND (MAPE)	£10.00
ROAD SIGNS PROJECT(WARD LOCKE)	£30.00
ROUNDABOUT (STEP)	£12.95
SHIPWRECK	
SHOPS &SUPERMARKET(NORICC)	£10.50
SUBURBAN FOX (GINN)	£45.00
TO SCHOOL CAREFULLY(FERNLEAF)	£17.00
VICTORIANS (FERNLEAF)	£19.95
VIKINGS (FERNLEAF)	£49.00
WALK (TECMEDIA)	£8.50
WEATHER (MICROSPECIAL)	£17.50
WEATHERPLOT PRI3/7(RESOURCE)	£15.95
WORDS,WORDS,WORDS (ASK/esm)	£19.95
WORDWEB (esm)	£30.00
ZOOPAK (4MATION)	£21.00

Availability
The following programs, referred to in the text, are available for non-profit making educational use in the United Kingdom, freely, or at cost. The Blue File programs are obtainable from LEA contacts. The name of your local LEA contact is available from your local LEA computer centre or Adviser.
MESU programs are available from MESU, Unit 6, Sir William Lyons Road, Science Park, University of Warwick, Coventry, CV4 7EZ.

Blue File Programs:
ANIMAL(MicroPrimer)
BUILD(MicroPrimer)
CRASH(MicroPrimer)
DIET(MicroPrimer)
HOT AND COLD 1&2
INTRO TRAY
LISTS
PICTURE PLAY
SPANISH MAIN(MicroPrimer)
WATCHPERSON(MicroPrimer)

MESU Programs:
ANIMAL PACK
CAPTION
LIST EXPLORER
MOVING IN
PROMPT/WRITER
TOUCH EXPLORER+
USING REBUS
WINDOW

NOTES ON PREPARING THE TOPIC PACK DISKS FOR USE

To make full use of this material, you will need (in addition to the files which are provided on the disks with this pack)

MESU software	PROMPT/WRITER WINDOW LISTS INTRO TRAY CAPTION TOUCH EXPLORER
NEWMAN COLLEGE	GRASSHOPPER
COLLINS HILL McGIBBON	MYSTERY (in the Microspecial pack)

N.B. It is assumed that most users will have some experience of disk and file management but the notes that follow may save considerable time if you are not very familiar with the particular programs used. If you are not confident with file management you should seek advice from a more experienced colleague.

Prepare the disks in this way.

DISK 1 files

H.plants H.rain H.max H.weather	These must be be copied onto your Grasshopper disk using the command ***COPY**.
Y.grandpa Y.aunt Y.taxi Y.hairdr	These must be copied onto your INTRO TRAY DISK Y.police using the command ***COPY**.
T.jobs	First use your own MYSTERY disk. Press **SHIFT/BREAK** to obtain the title page. Press **CTRL T** to obtain the teacher's control menu. Select option **1** (Make a new file).You will be asked to give a filename. Enter **jobs.** Press **S** to accept the present categories. Press **CTRL/BRK.** Now copy the file T.jobs from the Topic pack disk onto your MYSTERY disk using the ***COPY** command. The MYSTERY disk is now ready to use.
	This disk contains both the program LIST EXPLORER and the files. It is ready to use. Press **SHIFT/BREAK.**
detache	Use your own WINDOW disk. Press **SHIFT/BRK** for the menu and select the option to 'Make a new Window disk with no pages' on it by following screen instructions. Next use the newly made disk, press **SHIFT/BRK** for the menu and choose the option to go to the full menu. Then choose the option to ' Add a page'. and follow the screen instructions. When asked to put in the disk with the screens, put in the Disk1 and press **SPACEBAR.** Detache uses MODE 2. When the process is complete, your new WINDOW disk is ready to use with the picture 'detache'.

DISK 2

This disk contains both the program LIST EXPLORER and the files. It is ready to use.
Press **SHIFT/BREAK.**

DISK 3 files

F.childr
F.foods

***COPY** these files onto your LISTS disk. After this, using your own LISTS disk, type ***ACCESS F.childr** and press **RETURN**, then type ***ACCESS F.foods** and press **RETURN**. Your LISTS disk is then ready to use.

C.weather
C.weathkb

***COPY** these files onto your USING REBUS 1 disk. Your disk is then ready to use.

The disk is ready to use as a work disk with PROMPT/WRITER or CAPTION. However it is suggested that your copy the files for security and make two separate work disks, as follows. Use ***BACKUP** to make two complete copies of Disk 4. Then make one of your copied disks into a PROMPT/WRITER work disk by using ***WIPE** to delete all files except for those prefixed with L or T i.e.

L.move2,	L.whotsit	L.bake1	L.nature
T.recipe	T.whotsit	T.crow	T.shoplst

Finally make the other copied disk into a CAPTION work disk by using ***WIPE** to delete all files except those prefixed by P i.e.

P.A	P.B	P.C	P.D
P.E	P.F	P.G	P.H
P.I	PJ		

DISK 4

This disk is ready for use as a work disk with TOUCH EXPLORER+.

LIST OF ILLUSTRATIONS

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Moicroelectronics Education Support Unit
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