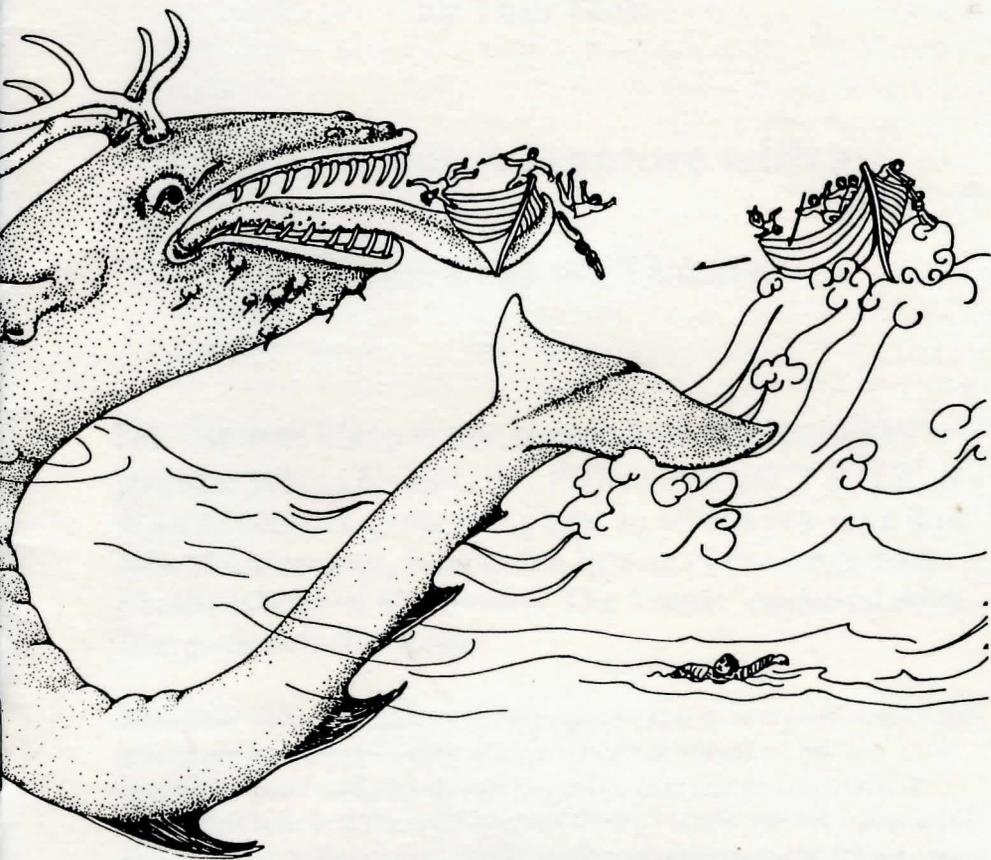


The MYTH of MOBY

by Tom Tuite



BBC disc	✓
Master Compact	
Archimedes	
Nimbus	

A WHALE of a
graphics adventure
for ages 9 to 13+



THE MYTH OF MOBY

by Tom Tuite

A Graphic Adventure with a

Conservation Theme

The Myth of Moby is one component of Topologika's popular *WHALES and DOLPHINS PROJECT PACK*. It is an adventure game in 3 parts, in which you take the role of Queequeg, heir to the throne of the imaginary Pacific island of Kokovoko. The 'comic' enclosed with this pack sets the scene.

The Great White Whale has stolen your crown, as a punishment for your peoples' never-ending slaughter of the giants of the sea. As a seventeen-year-old prince, have you the courage to try to track-down this whale who calls himself Moby? Until you do – and until you begin to fully appreciate the errors of your peoples' ways – your crown will stay with Moby. And he will make sure that your people starve, by keeping his people out of Kokovoko's waters...

Adventure Games are fun, and fun is an essential part of the learning process, whether at home or at school. We hope the players will find *Moby* a 'fun' way of learning about maps, navigation, mathematics, game play, group learning, problem solving, leadership, the geography of the Pacific Ocean - and more!

There will, of course, be occasions when, despite careful software design and extensive testing, children will 'get stuck'. Provided that you've worked through the adventure yourself, you should have little trouble helping them through their current difficulty. We've found it best to resist the temptation to hand out the answers: if adventure games are intended to put children in as near 'real-life' situations as possible, it is best to let them sort out problems for themselves.

We continue to be asked, "*Why the concentration on whales? Aren't they safe after the 1986 International Moratorium?*" The answer to that has to be, "*Yes and no*". Some species are almost 100% safe (mainly because they are 100% protected because they are more or less 100% extinct). Some countries are undertaking 'scientific' whaling. Importantly, the Moratorium comes up for renewal in 1990. Whales might well find themselves back at the top of the international 'hit list'. See *F.O.E.'s Update Sheet (included with this pack)* for further details.

Leaving conservation aside, we know from experience how much children love finding out about whales. Like *dinosaurs*, whales have that special 'magic'. We know that our *WHALES and DOLPHINS PROJECT PACK* - of which this learning game is just a part - can contribute to cross-curricular topic work in schools, and hope that the emerging National Curriculum will leave teachers with the time and the energy to develop such initiatives.

Brian Kerslake (Designer/Editor) and Tom Tuite (Designer/Programmer), September 1989

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The disc you have bought is unprotected. Copying is simply a matter of using your computer's disc-copying routines. Refer to the separate **Technical Hints** sheet for advice.

The best way to find out what the adventure offers is to play it. Recognising that you may have little time in which to explore the game, these notes take you through the solution step by step.

You will need about fifteen minutes to work through Part 1, twenty for Part 2, and thirty for Part 3. Because of the nature of the software, it is impossible to declare lengths of time which children will need – thirty to forty minutes on each part (spread over several weeks) should be about average.

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1

Getting Started

Start the disc as described in the separate **'Technical Hints'** sheet and on the disc label. The title/credits screen will appear, followed by a sound level option, then the **Main Menu**.

The Main Menu offers five possibilities:

- to read the instructions
- to finish an old game
- to start a new game
- to practise *Ben's Game*
- to quit

The animated **'read the instructions'** option is there to help familiarise children with the game scenario. The **'finish an old game'** option is there to enable players to restart games they've half-finished. The **'start a new game'** option should be selected when players want to start Part 1 of the adventure afresh, and the **'practise Ben's game'** option is there to let players try out this on-screen card game before they meet it 'for real' in Part 2 of the adventure.

Note: Players can, if they wish, commence the game at Part 2 by electing to practise Ben's game, then pressing **R** for 'real game' at the appropriate prompt.

We suggest that you read the instructions then, when the Main Menu re-appears, choose to 'start a new game'. You'll have to type in your name and your month of birth. The computer will use these to generate a unique 'passport reference' for you, which will be used every time you 'save' your position.

The 'passport reference' is a single 'word' made up of the first three letters of each of your first name, last name and month of birth.

'Saving' is an essential part of any adventure game, allowing you to quit playing today and continue again tomorrow, or providing protection against your possible 'death'. Saves before tricky problems are advisable – as are saves after them!

BBC versions allow up to 25 different 'passport references'. This means that up to 25 different 'players' can save their positions on the disc. *Please make sure* that you understand that each time a player makes a 'save' his/her previously saved position is lost, since it is over-written on the very full disc. *Are 25 saved games enough for a class of thirty or more?* If, as we later advise, children work in small groups of 2 or more, there will be plenty of spare capacity for those who want more than one passport reference (though they will need to re-start the disc in order to generate a different reference).

There will come a time when you will want to delete all the saved positions on the disc. Refer to the separate **Technical Hints** sheet for details of how to do that.

2 The Adventure – Part 1, 'Castaway'

The first scene of the adventure is now displayed. You'll see a sailing vessel, with descriptive text in the lower half of the screen. Read the text, then take the following action. Be warned, however, that what follows is the quickest route through the game. As in life, this has drawbacks. You'll arrive

on a desert island (the start of Part 2 of the adventure) with an empty wallet – even though you start in Part 1 with 500 ducats!

Refuse to join the passing ship, by pressing **S**, followed by the **RETURN** key.

Give the pirates all your money, by pressing **A**, then **RETURN**.

When you see some boats in the distance, wave at them, even though you fear they may be pirates.

Moby will make his first appearance. Since your aim is to find him in order to recover your crown, choose to 'hunt' him – even though it may go against the grain...

You'll find yourself in the water. Grab the bottle that floats by: it may contain a map!

Swimming hard for the island may not be text-book survival advice in Atlantic waters – but this is the blue Pacific. Press **S** before the sharks get you.

Well done – you've reached a desert island! You can either explore it now (press **SPACE**) or save your position (press the red key labelled **f5**). We suggest you try the latter so that you can see how saving works. The disc will spin as your position is saved. You can then either continue from the same place (press **SPACE**) or quit (press **f9**).

Try *quitting*. This will take you back to the Main Menu from where you really can quit if you wish. You've saved your position, so you can always come back to *Moby* tomorrow...

3 Interlude – Work Away from the Computer

When children get this far with the adventure (make sure they've saved their position), we recommend that you take them off the computer and put them through some 'desert island survival training' by setting up some simple science-based experiments.

As with any cross-curricular activity, children benefit most if they can work in small groups. The scenario is set, so invite them to come up with ideas for experiments, preparing them in well-structured discussion forums. Accurate diaries should be kept of plans, activities, successes and failures...

Water. Where might they get water from? Depending on your facilities, you may be able to organise some simple water-catchment experiments (shapes which catch and channel water best), filtration experiments (recovering 'fresh' water from muddy), evaporation (recovering fresh water from salt water), etc. Links with a local secondary/upper school might be useful here.

Shelter. What resources might they expect to find on a desert island that could be adapted to provide shelter? What would people need shelter from? Children are adept at using junk materials; perhaps they can build models of dwellings that would provide shelter from the researched elements, and come up with 'fair' experiments to test the ability of their models to stand up to wind (use a hair drier, fan or reversible vacuum cleaner), rain (watering cans), and heat (spotlight beaming down on the dwelling with a thermometer inside it).

Food. Set up a role-playing situation. They've drifted ashore with enough food for a week – what happens when that runs out? This can provide a good introduction to a mini topic on Pacific agriculture, the children finding out how to make use of the various cereal, fruit and root crops that might grow on a Pacific island.

Clothing. Nights can be chilly. What raw materials could rudimentary clothing be made from? How would they hold them together? Which materials would be best at keeping heat in? Children of nine and upwards are well able to design experiments to compare the heat-retention properties of fabrics; cans full of hot water wrapped in layers of material is a favourite, the temperatures measured every ten minutes and graphed.

Priorities. Perhaps the most important exercise of all is to ask children to draw up a list of priorities. Usually they all want to rush into mini-architecture and fashion design: not necessarily the most important of survival skills! Prioritising endeavours would be an essential component of surviving alone on a desert island, just as in modern life.

You might consider that only when a group has successfully completed an acceptable amount and quality of work should it be allowed to return to the computer to play 'Ben's Game' for real, and then to try Part 3 of the adventure.

4 The Adventure – Part 2, 'Ben's Game'

Choose to 'finish an old game', then type in your passport reference. (Remember this is a single word which should be

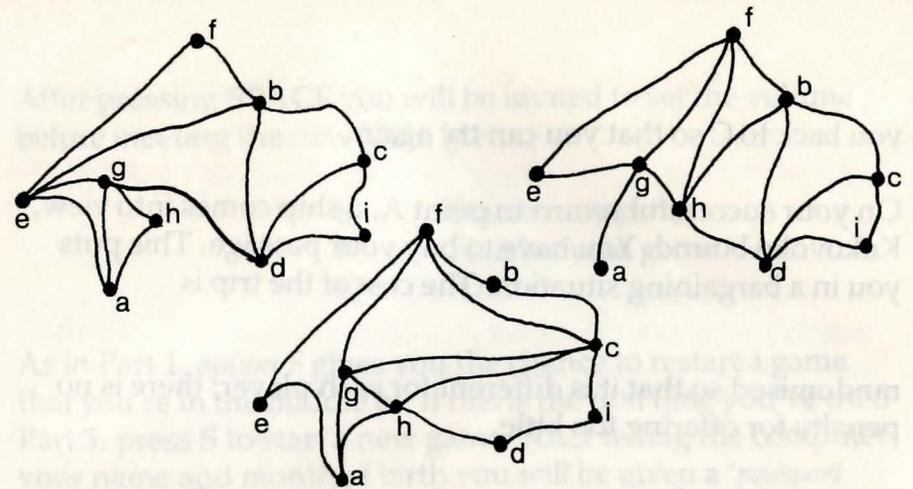
terminated with **RETURN**. The computer will immediately locate you back on the desert island. You'll read – surprise, surprise – that there is a map inside the bottle. Your examination of the map will be disturbed by the sudden appearance of a strange old man called *Ben*.

Ben, it turns out, knows the island like the back of his hairy hands. He's been marooned there for years, and offers to show you around, provided that you play a game of cards with him. You can either practise the game before going on, or go straight into the exploration.

It is best to practise the game, so press **SPACE** to see the rules. *Ben's Game* seems complicated at first, but is, in fact, a simple multiples game which is easy to win. When you've got the hang of it, press the **R** key at the prompt in order to explore the island – Part 2 of the adventure – for real.

Your aim is to find all the paths – starting from point A on the map (the point at which you swam ashore). *Ben* lets you look for a path every time you play a card against him. Your aim is to win as many points from him as you can, each point being worth a certain number of *ducats*.

Eventually all 8 'nodes' (for the mathematicians) will be connected by 14 'arcs' (paths) to make a 'traversable' network. Whenever you play the game, one of three possible networks is used by the program. These three networks are reproduced below. Once you have found one or two paths you will be able to work out which network the program is using and, from that, find the rest of the paths. If after using up all of your cards you still haven't found all the paths, *Ben* will deal the cards again: he will also halve the number of points you've won! (Note: 'Saves' are not possible during *Ben's Game*. You may, however, save your position as soon as you've successfully completed it.)



The greatest difficulty children have with the game is finding all the paths. To help them with this, give them a copy of the map of the island. Encourage them to record their attempts (dotted lines for arcs that don't exist; firm arcs for paths that do) so that they know which connections they have tried and which they haven't. (Some children will need help to realise that there may be more than one path between the same two points.)

Once you have found all the paths, *Ben* may ask you to move to point C on the network. (Some children, in their excitement, will miss this). Here you'll get another surprise. She will then ask you to help her escape from the island by returning to the point A using each path only once – essential, since they disappear as you use them! We leave you to figure out your escape. (Children will find the map they drew when exploring the island with *Ben* a big help in navigating their way back to point A. Later they can be encouraged to figure out how many possible escape routes there were for their particular island, and to invent their own traversable island network...)

If you are unsuccessful in returning to A (you may get there too early, having used all the routes that lead to A without using all the routes, or you may trap yourself at some other point), there is no penalty; the computer magically transports

you back to C so that you can try again.

On your successful return to point A, a ship comes into view, Kokovoko bound. You have to buy your passage. This puts you in a bargaining situation. The cost of the trip is

randomised so that it is different for each player; there is no penalty for offering too little.

You should **make a note somewhere** of how much money (ducats) you're left with after this transaction. (You will need to type this in when you start Part 3 of the adventure.)

You are now ready to try Part 3. Depending on which disc version you are using, Part 3 may be on a separate disc, on the flip side of the disc you've just used, or even on the same side. (If you're not sure, refer to the separate **Technical Hints** sheet for details.) You don't need to have played Part 2 to play Part 3, or indeed Part 1 to play Part 2 (Ben's Game). We decided to allow access to each part of the adventure at any time in order to maximise the flexibility of the game in the teaching situation.

3 The Adventure – Part 3, 'The Search for Moby'

Start Part 3 of the adventure as described on the disc label. You'll see a title screen consisting of a map of the Pacific with, shortly, a compass rose superimposed upon it. Your main task in exploring the Pacific is to travel around it by typing in distances and bearings. The compass rose is there, of course, to remind children of how compass bearings work.

After pressing **SPACE** you will be invited to set the volume before meeting the new Main Menu:

S	Start a new game
F	Finish an old game
Q	Quit

As in Part 1, *option F* gives you the chance to restart a game that you're in the middle of. If this is the first time you've tried Part 3, press **S** to start a new game. After telling the computer your name and month of birth you will be given a '*passport reference*'. Write this down; as in Part 1 you'll need to know this when you come to restart from a 'saved game' position.

When the screen clears, you'll be asked to let the computer know how many ducats you brought with you from *Topomagical Island*. This money is thought of as being your '*secret*' money, kept in your secret money belt. It is for emergencies only. For the purposes of this introduction to the game, 500 ducats will do. (The program will trap inappropriate and '*imaginative*' inputs that children might be tempted to try!)

There follows a screen of text explaining what you have to do in Part 3. You are, of course, still looking for Moby who has stolen your crown; the game is carefully structured to lead to its recovery. To be successful you need a ship, which needs crew, equipment and victualling. Accordingly your first task, having found a suitable ship (the '*Pequod*'), is to kit her out for the voyage. The program explains:

how much money the people of
Kokovoko have put
towards your voyage;
how much of this you'll need to pay
your crew's wages;
how much you decide to keep in your
secret money belt.

The rest is yours to spend at the 'ship's chandlers', where various items may be for sale: *candles, cannon, rope, spare sails, flags, trade goods, muskets, tar, uniforms, limejuice, flares*, etc. Which of these would be useful on the sort of trip you're about to make is your decision. However, since some of the items are essential for the successful completion of the mission – *and you cannot know in advance which these are* – the program forces you not to decline such purchases.

Next, work out how much your proposed purchases will cost. The total must equal the amount you've been told to spend (the screen details clearly how to make the required purchases). If your purchases exactly equal the amount you have to spend, the ships' chandler gives you the chance to win a discount of 10% – if you can tell him what 10% of your total spend is! This discount is added to your secret belt.

This introductory sequence then gives a summary of what you are taking on the voyage, showing:

all the 'kit' you bought;
how much is now in your secret money belt;
how much you have left for wages.

It goes on to tell you that each member of the crew expects **5 litres of water every day**. During water shortages you can ration supplies using **red key f8**; be warned, however, that crewpeople tend to jump ship if rations fall too low! During the voyage, water supplies may be replenished from tropical storms or by making port.

The introductory sequence closes by telling you:

the maximum crew you can carry (40);
the minimum to work the ship (10);
how many you currently have;
where to go to recruit more (Hong Kong).

If any of the variables '*crew*', '*water level*' or '*money available for wages*' falls below the minimum, the game ends. Success therefore comes not just through trial, error and persistence, but through the careful husbanding of money, crew and water.

The Game Map

Pressing **SPACE** after the introductory sequence loads a map of the Pacific onto the screen, a flashing symbol showing where the imaginary island of Kokovoko is. (Hong Kong and Singapore are indicated by black dots.) Children should be encouraged to use an Atlas to work out which of these is Hong Kong and, indeed, where Moby Dick would be most likely to hide. (*Where is the deepest part of the Pacific?*) Above the map are 'scores' detailing the current size of your crew, your 'wealth' and the state of your water supplies. These figures will of course grow or decline according to your progress through the adventure.

The map shows not only land masses and water (the blackish area at the bottom right of the screen represents the Tonga Trench), but the Equator and, labelled, lines of latitude and longitude. A character called 'Fred Daly' is introduced; you take an instant dislike to him (he is, of course, the evil 'Fedalla', in disguise), but sign him on as First Mate and set course for Hong Kong...

Before starting to move around the map, **SAVE** your position by pressing **red key f5**. *Saving is possible every time a course input is required*. Saving right now will prevent you from having to go through the introductory sequence again should you make a 'fatal' mistake during the early part of the game. The disc drive will operate, saving your current position to disc. (*Note that, as in Part 1, each time you press F5 your previously*

saved position is erased from the disc. Twenty such positions can be saved, which means that up to 20 groups can use a single disc. See separate **'Technical Hints'** sheet for details of how to erase all such saved positions ready for another group of children.) To continue, press C.

Courses are entered into the computer as a combination of the distance and compass bearing on which you wish to travel. Each distance and course that you enter can be thought of as a day's voyaging; the computer will check that your proposed distance is realistic (max. 400 km). Note, however, that no range check is done on the compass course input: a course such as 400 degrees will be interpreted as $400-360 = 40$ degrees – a valid teaching point. (Note also that the red 'function keys' have been programmed to speed up inputs. The function key strip shows what each key does, and should be inserted under the transparent plastic strip above the red keys. Pressing **f6**, for example, will show you where you are.)

To start your journey to Hong Kong, type the following:

400 RETURN

345 RETURN

This means that you think that Hong Kong lies more than 400 km on a bearing of about 345 degrees from Kokovoko. Notice Yojo's response! Two further moves will take you to Hong Kong. To speed things up, press **f0 RETURN** instead of typing 400 for the distance figure:

f0 345

f0 340

... where you should buy the harpoon that's for sale.

Note that the program behaves 'intelligently', in that if children manage to get close to Hong Kong it will automatically move them there. It will also to some extent

protect them from the risk of running aground through 'overshooting' any destination... Neither are they penalised for running aground; Moby simply comes along and pushes them off! (Some children may observe that the distance from Kokovoko to Hong Kong, according to the scale on the map measured with a paper strip, looks about 900 km, whereas it takes about 1200 km worth of moves to physically get there. This gives an opportunity to develop the idea that the scale on most nautical maps is only correct along the horizontal axis, due to *projection distortions*, and that a sailing ship *rarely travels in a straight line!*)

At Hong Kong your crew will be topped up to the maximum of 40 and your water supplies up to 3000 litres, giving you approximately (assuming no rainfall) 15 days travelling at 5 litres per person per day. You are told that Yojo has disappeared (she can't stand Fedalla), and are given the chance to wait for her to return, before sailing.

The rest of this solution is given in abbreviated form so that you can work through it in some haste. Children are unlikely, of course, to solve the adventure in this sequence. Notes are given at the end of this booklet on particular problems that they may come across during a less structured exploration of the Pacific!

Sail (for Singapore). Note the message from Yojo... (Some children head out east into the Pacific Ocean, having 'missed' the clue that they should first GO TO SINGAPORE... Those who persist in doing this will quickly meet the 'spirit spout', who rules this uncharted part of the ocean), and will find that they are pulled into 'space/time warps' with frustrating regularity. We advise that you point out to such children – if they don't realise it for themselves – that they are getting nowhere and running low on water and crew. *Where could they go pick up both?* Singapore... Or they could start again, hopefully from a saved, sensible position, by pressing the **BREAK** key to bring up the Main Menu...

Before setting course from Hong Kong, SAVE (by pressing f5).

f0 200
f0 200

When/if Vietnamese fishermen appear, buy their 'Attracto'.

f0 210
f0 210

At Singapore, note the old man's advice: "Sail to latitude 9 degrees S, and then turn W".

SAVE, then:

f0 150

If you collide with a wreck, examine it, noting the 'cryptic message' thereon, which tells you where to look for Moby. (DJL - Davy Jones' Locker; 180 x -14 - 180 degree line of longitude and 14 degrees south of the Equator)

SAVE, before continuing to follow the old man's sailing directions...

300 210

Solve the mermaid's anagram (DOLPHIN, VOLCANO, COCONUT, THUNDER, BEACHES, MESSAGE, SERVICE, DEEPEST, SAILING, ISLANDS, OCTOPUS, SEAWEED, SUNRISE, CYCLONE). Note her firm advice to 'go east'.

SAVE

f0 E
f0 E
f0 E

Bali. Buy 'Repello'. Note merchant's advice to: 'Sail **AROUND** the north of New Guinea...' - - not **TO** it!

SAVE

f0 100
300 85

If volcanic eruption, risk launching lifeboats.

f0 60
300 N

If you meet dolphins, don't hunt them. Fedalla will, of course, mutiny, but never mind... Clap him in irons, then:

SAVE, before:

300 80

If you meet the medicine man, do a deal with him to get some quinine, then:

SAVE

Don't trust the medicine man's sailing directions. Instead, continue sailing north around New Guinea...

f0 N
f0 N

You should now be able to set a course eastwards to clear all the tiny islands north west of the Equator (ignoring any typhoons):

f0 E
f0 E
f0 E
f0 E

At the Caroline Islands, grant shore leave.

SAVE

f0 E
f0 E

If Fedalla causes trouble, put him ashore at New Britain:

f0 200
f0 180
100 180

With Fedalla gone, Yojo reappears. From now on she will volunteer information as well as answering or not answering to 'ASK YOJO'. Now head north (Yojo's advice) to roughly your old position...

100 N
f0 N
f0 20

If attacked by giant squid, **USE ATTRACTO**, then...

SAVE

f0 E
f0 E

If approached by 'boat people', **SELL** your goods. When blown north to strange, floating island, **explore** it, noting Yojo's advice: 'Ninety'. Read the description of what's going on very carefully, so that you can explain to the children the complex, imaginative happenings at this juncture...

SAVE

f0 E (following Yojo's advice)

If crew afflicted by malaria, try **QUININE**.

SAVE

f0 E
f0 E

When it is 1 am in this part of the Pacific, it is *yesterday* in Britain! Note Yojo's next piece of advice: 'SSSEENES to TT'. She is giving you precise directions on how to get to the *Tonga Trench*, so **SAVE**, then...

f0 S

Type mermaid's password.

f0 S
f0 S
f0 E

LIMEJUICE

SAVE

f0 E
f0 N

SPERM

SAVE

f0 E

MOBY

CONSERVE

SAVE

f0 S

Type in your *passport reference*. Finally, watch the end game, and see how your performance compares with others who have tried the game!

Questions children ask

Why do I need 'Repello'?

It has been known to scare things off ...

How can I scare off the Giant Squid?

USE ATTRACTO to attract Moby, who will do the rest!

How do I stop the ship's water poisoning the crew?

BOIL IT

How do I kill the 'enormous dinosaur'?

THROW HARPOON

What do I do if I run out of crew?

Start the game again from scratch...

or restart from a saved position...

or head for Singapore, Hong Kong or

New Britain...

How do I get rid of the rats?

USE REPELLO

How do I get rid of the deadly snakes?

USE ATTRACTO

Surely you can't see the Pole Star from south of the Equator?

Are you sure that you are south of it?

How can I make the pirates go away?

FIRE CANNON

Most other questions can be solved with a little thought and perhaps some trial and error. If particular problems cause real trouble, please let us know so that we can update the game or this booklet, as appropriate.

Conclusion

Part 3 of *Moby* is a lengthy adventure in its own right, demanding a great deal of effort from children. Despite this, it is often surprising how many and what sort of children get stuck into the game with real determination. As discussed earlier in this booklet, group efforts generally bring the best chance of success.

Before tackling the adventure, children will need to have been introduced to the concepts of maps, scales and bearings. They will also find it advantageous – as with most adventures – to keep a detailed 'log' of their exploration.

It will be helpful too if they have a knowledge of some of the places in the Pacific: *Australia, Hong Kong, Singapore, New Guinea, New Britain, the Caroline Islands, the Tonga Trench* to name but a few. The outline map supplied with this game could be annotated by the children to show these places. Useful discussion can take place about why so many places in this area have 'English sounding' names...

Many teachers find it best to encourage groups to regularly share ideas so that frustration is minimised. A final 'whole class attack' on the adventure is often the best way to 'crack it' when time is running out.

Follow-up work is not detailed here, except to say that opportunities clearly exist in the fields of creative writing (write up your log of the adventure as a story), mapwork (plot your route on a map of the Pacific, giving the true co-ordinates of places of interest and places visited), art (paint a picture of the 'Pequod' or Moby's flying saucer), Drama (act out some of the scenes that happened in your adventure, then write them up), language work (how do places get their names), and so on.

We'd like to hear of particularly exciting follow-up work you've done with children. Please write!

About the Author . . .

Tom Tuite is an economics graduate of London University. As a former senior official of the Inland Revenue, he has had wide experience of both the nitty gritty and policy sides of taxation, being awarded the CBE in 1977.

Tom got involved in TOPOLOGIKA'S 'Whale Project' after writing his first piece of educational software ('Yes Chancellor'), and is now fully aware that no piece of educational software is ever 'finished', since, once children get their hands on the latest version, they come up with ideas to make it even better!

Tom is married and lives in Guildford.

. . . and the Adventure

We at TOPOLOGIKA are firmly of the opinion that whales - despite international agreements - are still an endangered species, and that many of their kind could end up as dead as the dinosaurs that most children study and all children love. We'd like to see them studying whales as well.

Loosely based on the story of Moby Dick, this graphics adventure sets out to explode that myth and others, putting you in the role of Queequeg, heir to the throne of Kokovoko, a beautiful Pacific island the economy of which depends almost totally on whaling. When Queequeg's father, the King, dies it is the tradition for his crown to be thrown into the sea. Unfortunately, a huge white whale - Moby - catches it in his huge jaw and carries it away to Davey Jones' locker. Queequeg cannot succeed to the throne until he has tracked it down and convinced his people that they can live without whaling.

This beautifully illustrated 3 part adventure tests map skills, develops an understanding of conservation and of the geography and vastness of the Pacific Ocean, networks, navigation, and problem-solving, and forms the ideal spine on which to hang the rest of the WHALES project.

The 'Myth of Moby' suits children of 9 up, and is part of a complete set of whale software and more traditional resources available from TOPOLOGIKA.



This pack includes . . .

Disc
Teacher's Guide

Map of the Pacific
Key-card

FREE COMIC!

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