



4MATION Educational Resources

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Every effort has been made to ensure that the suggestions do have a definite link with the BOX OF TREASURES adventure. If you feel that an idea is not suitable, please do not use it. At the same time there is nothing to prevent you using any of the ideas in a different way from the one intended. It is intended to be used as a resource for you to use, if you wish.

CONTENTS

2. Introduction
3. Maps and Plans and Maths
4. Science
5. Art, Craft and Design
6. Language
8. Drama
11. Communications
13. The Locations

INTRODUCTION

The ideas contained in this booklet are there for you to use, ignore, personalise or improve upon.

They will not be appropriate to the needs of every child (and teacher) but there should be enough suggestions to keep everyone reasonably happy. If you never co-ordinate computer activities with other activities then put this booklet back in its box but do have a glance through the pages just to make quite sure that it is all a waste of time.

Every effort has been made to ensure that the suggestions do have a definite link with the BOX OF TREASURES adventure. If you feel that an idea has a tenuous or dubious connection then do not use it. At the same time there is nothing wrong with going off on a completely different tangent, well away from the adventure theme, if it happens naturally as a result of children's interest and/or whims and fancies. What is more important than anything else is that the activities being undertaken are enjoyable and exciting for the children and can be justified to your satisfaction.

There were many ways of grouping the suggestions. Many ideas could easily be in a different section or in a section of their own. Where, for example, an idea involves both language and art it has been placed under one heading only. Just because there is no *Social Studies* heading does not mean that there are no Social Studies suggestions.

MAPS AND PLANS AND MATHS

1. Produce a map of the adventure land using conventional symbols. Give it a grid, a scale and a key. Mark on extra features not shown on the screen.

2. Using co-ordinates on the map groups of children invent treasure trails for other children to follow. Tasks could take the form of:-

Go to grid ref. 106088

Travel 4km south-east.

Write down the third letter of the feature immediately north of you.

3. Make the map larger to cover territory beyond the 15 locations in the adventure.

4. Measurements on the map could be taken and then converted into 'real' distances using the scale.

5. Draw a plan of the town of Little Boxwick marking on all the usual features of a town such as town hall, police station, hospital and school.

6. Make plans of mazes for other children to solve.

7. In this adventure a map is provided to help the explorer whereas real explorers in the past rarely had maps which could offer them much help. Find out about the explorers of the 'new' continents. Find examples of early maps.

8. When children are following the adventure a record of the number of visits is kept. They could calculate the minimum number of visits required to solve all the problems.

9. A list of prices could be designed for the adventure eg a night's accommodation at Crooked Tower, a deck chair on the beach, a guided tour of the Cave of Secrets or the Castle of Fools and a session in the Twisty Maze.

Flight

The sailbird and the dragon both fly. Bees, bats and butterflies do not fly in the same way as birds do. Find out how creatures fly and how their bodies are specially adapted.

Make model aircraft and fly them.

Make box kites or dragon kites.

Investigate propellers on planes, helicopters, boats, and ceilings in warm climates.

The Senses

Yil loses an eye, the bat lives in a dark cave, there are probably nocturnal creatures in the Night Marsh.

Find out how different creatures make different use of their senses.

Allow children to spend some time deprived of one of their senses. Let them try to communicate with each other when unable to see, or hear or speak.

Domestic science

Create food connected with the different locations in the adventure eg twisty bread, Deep soup, bat-in-the-cave, gooseberry fool and royal pudding (but no Henry's legs please!).

Water

What makes things sink or float? Design some flotation experiments.

Find out how weight and shape affect bodies travelling through or on water.

Construct a model to show the life-cycle of a river.

Other ideas

If you have any suitable creatures (and feel that it is morally acceptable) set up maze-learning experiments.

Play with prisms and make rainbows.

1. Make a collection of portraits of characters from the adventure and add some extra ones. These portraits could be hung in gallery fashion with brief notes beneath or put together in book form with full biographical information.
2. Create scenes from the adventure filling in the absent detail.
3. Create a series of pictures showing one of the adventure locations as it appears during the different seasons of the year.
4. Produce a coat of arms for the Castle of Fools.
5. Build some crooked furniture and other fittings for Crooked Tower using card, clay, papier mache or other materials.
6. Make a collage showing all the locations in the adventure.
7. Design a board game based on the adventure. Make models of some of the inhabitants as 'pieces'.
8. Make puppets to perform a play about the people of Little Boxwick.
9. Make a model of the adventure land.
10. Make some of the box houses of Boxwick.
11. Find suitable textures to make rubbings appropriate to the adventure eg dragon skin, castle walls, trees in the wood, stones in the circle, gate posts and the treasure box.
12. Make a trail of footprints belonging to Sidney, the wizard and the sailbird.
13. Take the rope from The Deep and find out how to use it for ropecraft and macrame.
14. Design posters extolling the virtues of the adventure land as a holiday paradise.
15. Design signs which might be found in different locations eg outside Crooked Tower or the Twisty Maze, in Boxwick, on the shores of The Deep, inside and outside the Castle of Fools and inside the telephone box.

Children should be encouraged to use their imaginations when they are working on accounts of their adventure. The on-screen descriptions are brief and the computer graphics give a very limited impression of the true nature of the landscape and its inhabitants. Children can fill in the missing details themselves. They should not write that they went from one location to another but should describe the journey, mode of travel and sights seen en route etc.

Some of the examples in the book of children's work may give you some ideas for language work.

The following ideas may be used as starting points for oral or written stories:

1. How did Little Boxwick get its name?
2. What happened to Yil after her eyesight was restored?
3. What did the Sailbird do once she had regained her feather?
4. Is the maze really a maze or is it something else?
5. Why is there a telephone box in the Stone Circle?
6. In The Place is a box of treasures. Who put it there and why?
7. Why was Henry turned into a handsome prince?
8. What made the wizard become such a nasty person?
9. Why are the sea monsters always racing through the water?
10. Why is The Deep so called?
11. Describe a night at Crooked Tower.
12. Why is there a fairy at Crooked Tower?
13. How did The Night Marsh get its name?
14. Explain why the trees have faces.
15. Describe a walk through the Cave of Secrets.
16. Why does Henry want to turn back into a frog?
17. Why is Henry known as the Prince of Fools?
18. Describe the interior of the castle.
19. How did the lamp come to be left by the river?
20. Why is there an oil can in the cave?

Other Ideas

1. The area of the adventure land is restricted to 15 locations. Children could imagine what the land is like beyond the screen map. They could write stories and adventures about the world beyond the boundaries.
2. The ending to the adventure is rather an anti-climax — intentionally. Children can write their own endings or completely re-write the whole adventure saying which treasures they would have put in the box and how these would help in the solving of the problems.
3. A useful exercise is for children to write a guide to the adventure — helpful hints or a complete solution for 'teachers without much time'.
4. The adventure story or children's own adventures could be written and illustrated in 'big' books for younger children to read.

5. Groups of children could use the program CREATE to write animated accounts of the adventure.
6. A tape recorder could be used for children to tell their stories with suitable musical accompaniment or sound effects being added.
7. There are many adventure books available in which choices are offered — the reader turns to a particular page according to the choice taken. Children could produce their own adventure choice books, perhaps with different children writing different parts of the adventure.

DRAMA

Advertisements

In small groups plan and perform short TV commercials. Groups should decide on their own themes but the following suggestions may be used to get imaginations working:

1. "Are you bothered by sea monsters when you're lazing on the beach? One squirt of new, improved, miracle formula GO-BEAST is guaranteed, yes guaranteed, to make them go away."
2. "Bored with luxury hotels? Fed up with being waited on hand and foot? Enjoy a holiday with a difference at Crooked Tower. Butter-your-own-crumpets our speciality."
3. "Feeling tired after a hard day at school? Wonder whether life is worth living? Spend an hour relaxing at The Night Marsh mud baths. You'll never be the same again."
4. "Visit Wizard's Den, the new B.Y.O. restaurant at the corner of Maze Street and Deep Avenue. Take-away lunch boxes always available."
5. "Enjoy a day on the river with us. Snaky River 6 hour Cruises. We're open 7 days a week. Bring your own axe."
6. "On holiday? Wondering what to do with the kids? Visit the Castle of Fools for a fun day out. Attractions for the whole family. Turn left at Guarded Gate and follow the signs."
7. "If you are troubled by short-sighted dragons falling down your chimney fit Dragon Guard, the only shield with a built-in timer allowing it to fold away at Christmas."
8. "Are you annoyed by noisy telephones when you're enjoying a ramble in the bush? The Big Bash Phone Wrecker comes in a handy pack. Buy two and get one free. Not to be used indoors."

Once children have had some experience at scripting they will be able to watch TV commercials in a much more analytical way which will probably be evident when they come to produce their second or third batch of ads.

Interviews

Children interview characters from the adventure. In small groups they could discuss the sort of questions which they are going to ask. They may get some ideas of interview technique by watching and listening to TV interviews.

Once children have taken part in the pre-interview discussions they are in a better position to take on the role of the B.O.T. characters. When they have developed some confidence in being interviewers or interviewees some more elaborate role-play activities could be started.

Some role-play issues might be:

1. Conservationists are upset with the local tourist authority for encouraging the felling of trees in the wood for the manufacture of leisure boats.

2. The inhabitants of Boxwick have formed a pressure group to campaign for the removal of the giant piggy bank. For several months the town has been besieged by treasure hunters who have turned the once-sleepy Boxwick into one of the noisiest places in the country. Ice cream vans, souvenir stalls and visitors' cars block the narrow streets, residents cannot sleep at night and there are plans to open a motel.

3. Some politicians want to remove the royal family and establish a republic.

4. There are plans to build a marine park featuring performing sea monsters. Animal Rights campaigners argue that the plans should be abandoned.

5. The Prince of Fools has decreed that all creatures who eat frogs should be destroyed. Monsieur de Valette is planning a protest march to the Castle.

Surveys

A number of children have sighted the rare sailbird or sea monster or silly bat. Other children could interview them, collect information and present their conclusions with the aid of graphs, charts and maps.

Survival

Groups of children are to be stranded in an adventure land. They are given six objects which will help them to survive. They must act out their adventure showing imaginative ways of making use of the objects. Alternatively the groups could choose their six objects from a selection.

Stories could be written about the adventures.

Dragons and other Creatures

Make a long, Chinese-style dragon out of cloth (or paper?) and add a painted mask. Invent dragon chants, cries and songs to accompany the dragon as it dances. Find some appropriate music to suit the dance.

Discuss and imagine the sorts of creatures which might emerge from the Night Marsh at night. The children could write a story about these creatures and, as the story is narrated, the creatures could emerge from the swamp, perform, and retire. Suitable instrumental or vocal sound effects could be added.

B.O.T. Olympics

Held once every thousand years the events have to be new each time as no-one can remember what happened on the previous occasion.

Possible events are:

Sea monster chases, Dragon Drag races, Handsome Prince jumping, Guard marching, Tree felling and Bat flapping.

Sensory Activities

1. Children could invent and record sounds from various locations in the adventure. They must solve the problems of how to make the sounds and who or what would be making them.

2. Two rows of children make the irregular walls of the Cave of Secrets while others become stalagmites. Explorers, suitably blindfolded, must negotiate the route through the cave without touching the walls. Vocal or instrumental sounds could provide information about the location of the walls and other obstacles.
3. Make a 'touch tunnel' using a variety of materials such as cloth and strips of plastic which can be draped over furniture and fittings. Inside are a number of sensory experiences. A guide could lead blindfolded children through the tunnel and tell them what they are about to feel. A spray bottle could be used for a sea-shore experience, a sheet of foam could be marshy ground and wet plasticine a family of frogs.
4. Make sound pictures of the adventure locations. The players could be situated in different parts of the room and respond when a traveller comes close.
5. Percussion pictures could be drawn to represent a story such as one about a party at Crooked Tower. As the story is told the percussionists follow the score and play the appropriate instruments.

COMMUNICATIONS

Newspapers

Invent a local newspaper for the inhabitants of Little Boxwick or a national newspaper for the land of the adventure.

Children should examine real newspapers first to find out what else is included besides news. In fact a valuable exercise is the dissection of a newspaper to discover the percentage of news, cartoons, gossip, advertisements, sport etc.

Reporters could be sent out to find stories and then write them up. Feature writers could find subjects for in-depth reports. Sports reporters could report on the winter Olympics at The Lake of Chills etc.

Other groups of children could be responsible for cartoons, weather reports, birth notices, advertisements for real estate, deodorants and washing powder.

TV and Radio

Set up a TV or radio station with news, features, sport and advertisements connected with the land of the adventure.

Make use of tape recorders and video equipment (where possible) to make 'real' programmes.

Animal communications

In the adventure both Yil and the sailbird talk. Do creatures really 'talk' to each other or to humans?

Research with chimpanzees has proved that they are capable of holding conversations with humans.

Members of the whale family can communicate over vast distances and children will love hearing the 'songs' of the humpback whale.

Honey bees perform dances to show the direction and distance of nectar-bearing flowers and give their sisters a taste of nectar to show them the species of flowering plant which will be found.

Telephones

In the adventure a room booking is made using the telephone. Virtually every household now has a telephone. It is possible to speak to people in most parts of the world. More conversations take place through the medium of the phone than the letter yet while children are still given lessons on letter writing it is unlikely that they are 'educated' in phone usage. Perhaps you consider it to be unnecessary but role-playing activities are well worth undertaking. The answer-phone is used increasingly today but the majority of adults are not fond of 'talking to a machine'. Children could find out why it is difficult leaving messages in this way and practise the skills involved.

It is now possible to send letters by phone. In three minutes a letter from Australia can arrive in Britain and be printed out. If you have the necessary equipment you may be interested in establishing electronic

mail links with other schools. At the time of writing a project is being set up to enable schools in Devon to communicate with schools in Tasmania.

Other ideas

Set up a system of mailboxes in the classroom so that children can write notes to each other and leave them for collection.

Go one stage further and simulate the postal system with stamps, postmarks, sorting offices, collection times and so on.

Find out how people communicated in the past using bonfires, drums, semaphore etc.

THE LOCATIONS

The Place

The box is hidden in The Place. Think of secret hiding places in stories or talk about your own secret place or, if you don't have one, describe the sort of secret place you would like to have.

In the box are four objects which are of use in the adventure. Think about and discuss a fresh set of objects and decide how they could be used in solving the adventure's problems.

Imagine that you have spent a day at The Place watching teams of children taking the objects one by one. Write an account of your day.

Twisty Maze

Children can make plans of the maze and compare them with each other. They may be able to make a 3D model of the maze.

Imagine that you are lost in a maze. Write about your experiences, the strange creatures you meet and how you finally escape.

Find out about the Minotaur of Crete.

The Deep

Find out about deep-sea creatures, underwater exploration, bathospheres etc.

Imagine that you are a marine explorer with a submarine capable of diving to the deepest parts of the ocean.

Produce illustrations and descriptions of the sorts of creatures which you think might inhabit The Deep.

In the swimming pool imitate the movements of sea monsters and other aquatic creatures. Practise personal survival techniques (just in case a beasty gets you).

Dragon Hill

Find out about the different sorts of dragons mentioned in history, literature and legend.

Write a story about a day spent with Yil.

Imagine that you find an egg from which a baby dragon emerges.

Invent a natural history of the dragon.

Stone Circle

Find out about stone circles. Recent research in the south west of England has shown that they emit sound pulses detectable only with sophisticated equipment. No-one really knows why they were built. Use your imagination to come up with a reason.

Find out about telephones and how they were invented etc.

Provide children with problems which can be solved by researching the telephone directory.

Make telephones from string and tin cans.

Crooked Tower

Imagine that you own the establishment. Talk about the everyday running of the hotel and the problems of supplies being delivered by river.

How did Ben Dover get his name?

Find out about other crooked or leaning buildings.

Imagine that everything in the building is also crooked. Produce an illustrated guide to the crooked interior. Perhaps the staff are crooked as well (charging inflated prices for inferior service).

Create a crooked menu in a crooked restaurant inside Crooked Tower.

Little Boxwick

Produce an illustrated town guide showing the tourist features.

Explain how the giant piggy bank came to be in the town.

Groups of children can imagine that they are members of the town council and hold meetings to discuss such issues as tourism, housing and recreation needs.

Find out about the historical development of your own neighbourhood. How does the planning of modern towns cause them to differ from long-established settlements?

Wood-in-the-Mists

Describe this beautiful spot and explain how it got its name.

Write about an adventure which takes place in the wood.

Explain how the wood survives despite the fact that people keep cutting down trees to get to Crooked Tower.

Spend a day in a wood — find a comfortable spot to just watch the world go by and maybe write a few poems.

Engage in some forest crafts. Collect gum nuts or conkers, twigs and leaves to make jewelry and plaques or to decorate pots.

Find out about the world's vanishing forests, the wood chip industry of Tasmania etc.

Do a mini-project on trees or timber.

Construct buildings etc. from matchsticks or pop sticks.

Snaky River

What are rivers? How are they formed? Are they useful to us? Find out about famous rivers of the world.

What sorts of creatures inhabit rivers?

Find out about the wild snakes of your country or other countries.

Investigate different types of boat and building methods. Make sailing boats from cardboard boxes (eg pirate ships) suitably waterproofed with varnish and sail them on a convenient stretch of water.

Eagle Crag

How did it get its name?

Why do people climb mountains?

Use a globe or atlas to find the locations of mountain ranges.

Discover how mountains are formed.

What is a rainbow? Make a rainbow in the classroom.

Lake of Chills

Nothing much happens at the lake in the adventure. Write about an exciting happening there.

How did the lake get its name?

Find out how lakes are formed, both naturally and artificially.

Imagine that the lake is the site for the next winter Olympics. Organise the events and prepare the site etc.

In the middle of the lake is an island. Imagine that you live there — write a letter to someone on the mainland telling them about your life.

The Night Marsh

Why is it so-called?

Which creatures besides the sailbird inhabit the marsh?

Find out about nocturnal animals and whether they have any special features enabling them to cope with the dark.

We are told very little about the sailbird. Tell the sailbird's story. Why is its feather so important? Do birds usually get worried if they lose a feather?

What uses can be made of feathers eg insulation, quills, fishing floats.

The Cave of Secrets

Find out about bats and other creatures which live in caves.

How are caves formed? What are stalactites and stalagmites?

If there are some visitable caves near your school have a day out.

In Tunisia (and other parts of the world) there are people who still live in caves complete with televisions and garages. Imagine what it must be like to be a troglodyte.

Find out about the cave-dwellers of prehistory, their life-style and art. Make a study of aboriginal art.

The Guarded Gate

Make a list of different sorts of doors eg portcullis, automatic garage doors, sliding doors, cage doors, bank vault doors.

Research the walled towns of medieval times with their gates. Many old towns in Britain still refer to these gates in road and district names eg North Gate.

What other sorts of guards are there?

Visit London to see the 'marching Sidneys' at Buckingham Palace.

The gate requires oil. Experiment with lubricants such as oil and pencil lead by applying them to the wheels of model vehicles which are rolled down slopes. In fact quite a lengthy and worthwhile science project can be developed.

Other activities could include research into lock and keys ("MAKE-A-BOX" program), safes, identity cards, security measures and defence.

Castle of Fools

The castle is hardly mentioned in the adventure. Who lives there besides Henry? What is it like inside? How did it get its name?

Make a study of medieval castles and find out their purpose.

Visit a castle.

Think about professional 'fools' such as clowns, jesters and comedians.

Create a foolish menu for the castle's inhabitants.

