

# **THE NATURE PARK ADVENTURE**

## **Teachers' Book**

© Sherston Software 1987

**SHERSTON SOFTWARE**

# **THE NATURE PARK ADVENTURE**

Conservation, Maths and Language skills  
for 7 to 9 year olds.

Program design by Simon Hosler

Teachers' Book by Bill and Lou Bonham

© Sherston Software 1987

**Sherston Software**  
Swan Barton, Sherston, Malmesbury, Wiltshire, England. SN16  
OLH ☎0666-840433. BTGold 72:MAC31653

## CREDITS AND COPYRIGHT

The Nature Park Adventure is an adventure package for lower juniors.

Adventure design and program by Simon Hosler.

Children's Book by Sue Hosler.

Works Cards by Simon, Mary and Charles Hosler.

Teachers' book by Bill and Lou Bonham.

Programs and Documentation © Sherston Software 1987.

First published in 1987 by Sherston Software, Swan Barton, Sherston, Malmesbury, Wiltshire SN16 0LH, England. Telephone: 0666-840433.

All rights reserved. Schools are allowed to make copies of the work cards and the children's book for use with groups of children. Part 1 of the adventure may also be copied and given to any interested party. However, no one may copy Parts 2, 3 or the Problem disc under any circumstances. The Nature Park Adventure is sold on the condition that it will not be hired or used by software clubs or available as part of a lending library system.

### PLEASE NOTE:

THE FIRST PART OF THIS ADVENTURE CAN BE FREELY COPIED. IF YOU WOULD LIKE TO COPY IT AND PASS IT ON TO A COLLEAGUE WHO YOU THINK MAY BE INTERESTED IN THE PACKAGE PLEASE DO SO.

## CONTENTS

Credits and Copyright .....	2
Introduction .....	4
The Package Contents .....	4
Teachers' Synopsis .....	5
Using the Software .....	6
Loading .....	6
Operation .....	6
Teacher Control Menu .....	7
Teachers' Notes .....	7
General .....	7
The Maths and Nature Problems .....	8
Flow Diagram .....	10
Ideas for Further Work .....	12
The Work Cards .....	12
Language .....	13
Art and Craft .....	13
Maths .....	14
Science and Nature .....	14
Geography .....	15
History .....	15
RE and Moral Education .....	16
Conservation and the Environment .....	16
Music .....	16
Drama and Dance .....	16
PE .....	16
Organisations to Contact .....	17
Places to Visit .....	18
Trouble Shooting .....	20

## INTRODUCTION

The Nature Park Adventure is an adventure for children of approximately 7 to 9 years of age. The program includes a variety of activities in the area of nature, conservation, maths, language, logical thinking and problem solving. It gives the opportunity for extensive work on wildlife and nature in general as well as specific maths activities.

Children are invited to find the rare butterflies that have been kidnapped by the evil Trogg. While exploring the Nature Park and meeting the various animals that live there, the children are faced with a series of challenges, including identification of birds, butterflies, animal tracks, leaves, logic, estimation, maths, coordinates and much more.

The adventure is in three parts. Each part should be attempted in one sitting and should take the children in the region of 30 minutes. There is an introductory booklet which the children should read before they start the adventure.

Each mathematical problem has 2 levels of difficulty. This can be altered in the Teacher Control Menu which is obtained by pressing ESCAPE when the title screen is shown.

There is also a 'Problem Disc' which contains all the problems found in the adventure taken out of context from the story.

## THE PACKAGE CONTENTS

In your Nature Park Adventure you should find:-

Two discs. (If these are 5 and 1/4 discs then they are flippies and can be turned over.) Parts 1 and 2 are on the first disc. Part 3 and the Problems disc are on the second.

The Children's Story Book. Either read this to the children or let them read it, as an introduction to the adventure.

The Teachers' Book.

Adventure Cards 1 to 3.

Nature Cards 1 to 3.

Maths Cards 1 and 2.

Information Cards 1 to 5.

All work cards and the children's book may be freely copied for use with groups of children.

## TEACHERS' SYNOPSIS

### Part 1

Some rare butterflies that live in the Nature Park have been stolen by two glob monsters and a trogg who intend to sell them. The children are invited to rescue the butterflies and put a stop to the trogg's evil plan. They explore the Nature Park and discover a door with a strange lock on it, but they can't open it until they find some magic pens. There are also four birds in the park and they have to find out which bird can help them.

When the children find the squirrels they are led to an old building site where the trogg has hidden some magic pens in an old brick wall. By using the crane (estimating) the children can break into the wall and get the pens. Returning to the door they can attempt to open the lock with the help of the magic pens. On the other side is the fox's earth and the fox knows which bird will help them. They can then identify the correct bird. Following the adventure they arrive at an old factory where they meet Sid who wants them to collect some roof tiles (shapes). When they have helped Sid he lets them into the factory where they are captured by the two glob monsters.

### Part 2

Having been captured by the glob monsters the children find themselves locked in a cold room. They can escape by touching the muddy water in the jug by the barrel. This makes them shrink to only 10 cms high and they can squeeze out through the crack in the door.

The children can then set about exploring the factory. They can't climb the stairs as they are too small and they have to find some cotton to use as rope. They also need a torch to help them explore the dark tunnel. They can find the cotton by helping the two beetles that live in an old clock (time and angles). Then, using the cotton, they can climb the stairs. At the top they meet Chris frog who promises to give them a torch if they will help him get across the loose bricks to the other side of the room (arithmetic). Armed with the torch they explore the dark tunnel. Fangs and his sister Tarant know the name of a butterfly that can help them. When they have found the butterfly they meet Badger who is in a bad mood because he has lost his breakfast under a certain kind of leaf. If they can cheer him up by finding his breakfast he will reward them by telling them where the rare butterflies are hidden, over the stream in the Dark Forest. However the children are still only 10cms high and they slip while crossing the stream and are swept away.

## Part 3

While being swept along in the muddy water of the stream the children suddenly start to grow and are very soon their usual size again. They can now explore the Dark Forest and find the trogg's hiding places. Harry the hedgehog tells them that the butterflies are not in the factory. There are no animals to help them at the Stone Table. Reg the red deer tells the children that the butterflies are hidden in the high stone tower but the trogg is guarding the entrance and the children have to find another way in. Little Owl needs help with her shopping (money) and is so grateful that she tells you to find some animal tracks.

When the children follow the correct animal tracks they are led to a deep pit. They are looking over the edge when someone or something pushes from behind and they fall in. At the bottom they find some unusual marks and have to follow them to find their way through the caves (sequencing). The marks lead them to a secret entrance to the high stone tower and they find themselves in the trogg's bedroom. Luckily the trogg is fast asleep and they can sneak past him, up to the top of the tower where the butterflies are locked in a box. They have to go to the cellar and find a map which tells them where the trogg has hidden the key. Following the instructions (coordinates and map work) they find the key and can set the butterflies free.

The glob monsters see the butterflies escaping and the children have to run to the factory to hide. Here the glob monsters accidentally fall into the muddy water and are shrunk to the size of egg cups. The trogg sleeps peacefully through it all, and if no one wakes him up he could continue to do so for years!

## USING THE SOFTWARE

### Loading

Place the disc with the side required uppermost into the disc drive. Hold down the SHIFT key, press and release BREAK and then release the SHIFT key. This will automatically start the program.

### Important Note

The Nature Park Adventure is a disc driven adventure and THE DISC MUST BE LEFT IN THE DRIVE for the whole time that the program is running.

### Operation

When the title screen is shown pressing ESCAPE will give the 'Teacher Control Menu' or pressing the SPACE BAR will take you straight into the adventure.

## Teacher Control Menu

Teacher Controls

- 1 Sound Level
- 2 Set Difficulty
- 3 Start Adventure

Please type a number

### 1 Sound Level

When the program is loaded the sound level is set to 2 for normal. You can alter it to 1 for quiet or 0 for off. When you type a number the computer will bleep to indicate the sound level selected. Select the level required and then press ESCAPE to return to the Teacher Control Menu.

### 2 Set Difficulty

The level of difficulty of the mathematical problems in the adventure can be set to easy or hard. Details of the problems and the difference between the levels are set out in the Teachers' notes. You may wish to go through the adventure once at each level to appreciate the differences.

When the program is first loaded the difficulty level is set to 1 for easy. Press ESCAPE when the setting is correct to return to the Teacher Control Menu.

## TEACHERS' NOTES

### General

The Nature Park Adventure can be used as a central theme for a topic, to complement a topic or simply as an adventure in its own right.

We recommend letting two or three children tackle the adventure together as they will benefit greatly from the discussion and co-operation involved in trying to solve the problems.

If any children have difficulty with the problems you can let them practise using the problems disc which has all the mathematical problems taken out of the context of the adventure.

Ideas for further work that could be included in a topic are given at the end of the teachers' notes.

The adventure has been designed so that children should ideally complete each part of it in one sitting.

# The maths and nature problems

## Part 1

### Crane game (Estimating distances)

Here the children have to estimate how far a crane should move its load and drop it onto a brick wall that is hiding some magic pens. They are told the length of the cranes 'arm' and they must enter the number of units they think should be moved before the load is dropped.

At level 1 the length of the arm remains constant while at level 2 it changes each time they miss.

### Colour Pattern (Logic problem)

In this problem the children have to open a door with an unusual lock. Using magic pens they have to colour the lock so that no two touching areas are the same colour. It is best to let the children experiment with this and discuss amongst themselves the best way to tackle it, however if they are having difficulty tell them to start colouring in the middle and they should find it easier.

At difficulty level 1 the patterns are fairly simple to colour without the same colour touching. At level 2 the patterns presented are more difficult.

### Lorry Game (Shape recognition)

Here the children have to help Sid the caretaker to collect the tiles that are falling from the factory roof. They are told that they must not collect certain colours and shapes of tiles. The shapes include triangles, squares, hexagons and octagons. The children collect them using the arrow keys to move a lorry.

At level 1 they are given two shapes that they have to avoid, at level 2 they have to avoid 3 shapes.

### Identifying Birds

Having discovered which bird will help, the children must then move the box, using the arrow keys, to the correct bird. The birds illustrated are a magpie, a crow, a kingfisher and a great tit.

There is no difference in levels of difficulty in this problem.

## Part 2

### Clock game (Time/minutes)

In the clock game the children have to help two beetles to fend off the robot ants that the trogg is sending to scare them away. They have to move the minute hand clockwise or anti-clockwise to point at the robot ant which moves closer each time they miss.

At level 1 the robot ants move slowly and the children have a much greater time to point the minute hand of the clock at them. At level two they move quicker and the children have to be more accurate.

### Frog game (Arithmetic)

Chris frog wants to get to the other side of the room but some of the bricks on the floor are loose. Only bricks that have 'true' sums on them are safe to land on and the children have to tell Chris frog how many jumps he has to make to finish on a safe brick.

8 At level 1 the bricks show sums involving  $+$ ,  $-$ ,  $\times$  and  $=$ . At level 2 they also include  $<$  and  $>$ .

### Identifying butterflies

After discovering which type of butterfly can help them the children have to correctly identify it. The butterflies illustrated are a swallow tail, a red admiral, a tortoise shell and a peacock.

There is no difference in levels of difficulty in this problem.

### Identifying leaves

The badger's breakfast is hidden under some leaves and the children have to help him find it. The leaves illustrated are holly, oak, sycamore and horse chestnut.

There is no difference in levels of difficulty in this problem.

## Part 3

### Shopping (Money)

The little owl is going to the forest shop and wants some help. The children have to choose the LEAST number of coins that little owl should give. If the children get stuck make sure that they are reading the instructions properly. They will often be given the price of something and then asked to select the least number of coins little owl would need to pay for 2,3 or more of them.

At level 1 the children are always presented with a simple example first and are never asked to work out what more than two items would cost. At level 2 they can be asked to work out what 2,3,4,5 or even 6 items would cost.

### Animal tracks

The children have to follow only one set of tracks. When they have discovered which set of tracks it is they have to select the correct tracks from those of a deer, a rabbit, a fox or a badger.

There is no difference in levels of difficulty in this problem.

### Sequence maze (Codes and sequences)

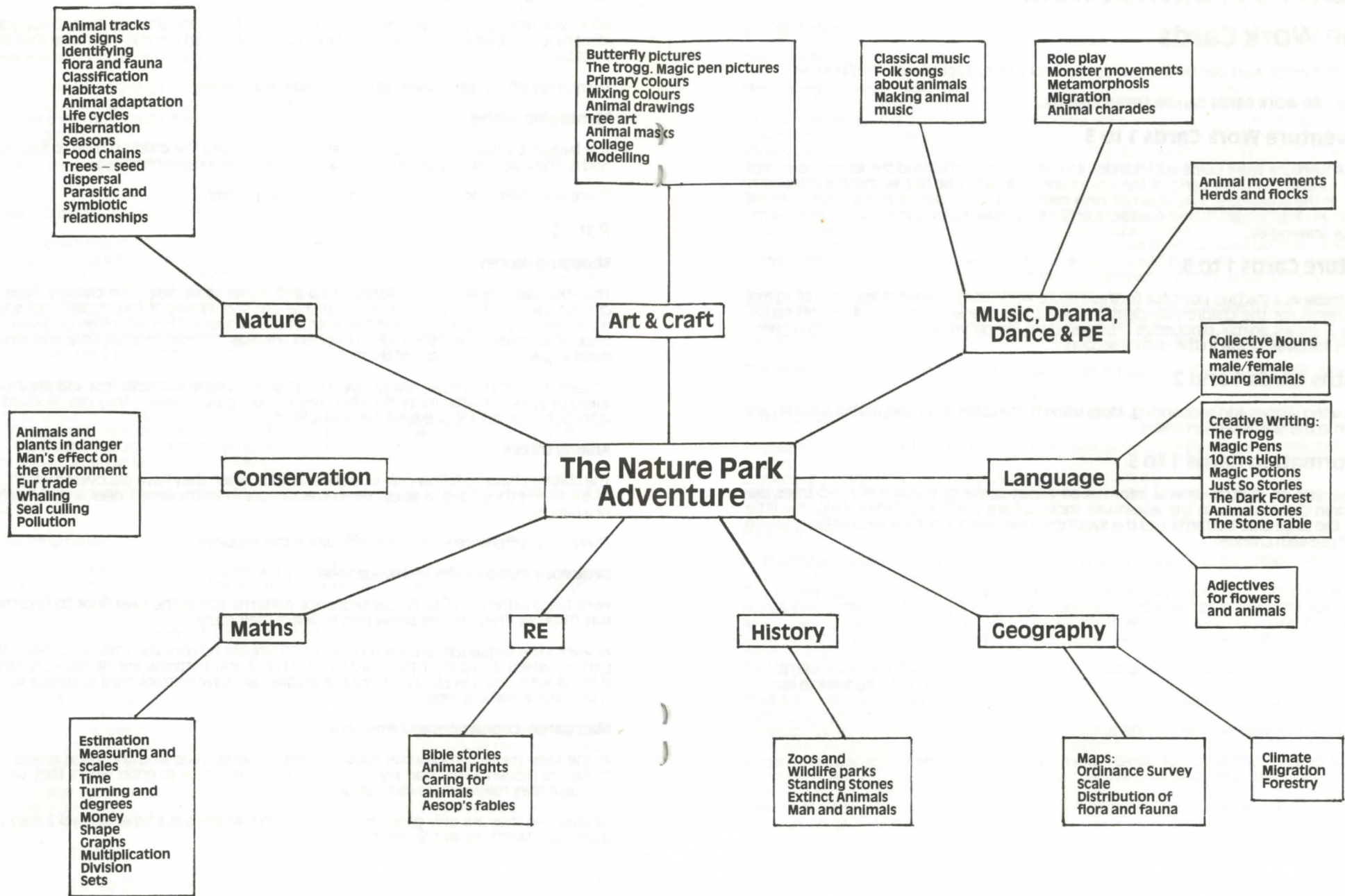
Here the children have to follow sequence patterns across the cave floor to find their way through. They use the arrow keys to select their route.

At level 1 the sequences are always clear and there are no confusing tiles included in the pattern which could lead them astray. At level 2 the patterns are deliberately more difficult with odd tiles placed where the children will have to think hard to decide which is the next in the sequence.

### Map game (Coordinates and directions)

In the map game the children have to follow directions to find the place where the trogg has hidden a key. Starting at a certain point they have to enter where they would end up if they followed the instructions.

At level one they are only given one direction and distance at a time. At level 2 they are given two directions and distances at a time.



## IDEAS FOR FURTHER WORK

### The Work Cards

A lot of further work can be done using the work cards supplied with the package.

**Note:- All work cards can be freely copied.**

#### Adventure Work Cards 1 to 3

The Adventure Work Cards are intended to consolidate and extend the ideas and events portrayed in the three parts of the adventure. Give each one to the children after each part of the adventure. You may not wish each child to answer each question, children could work in groups. Some questions could be answered by discussion, drama, painting or drawing etc.

#### Nature Cards 1 to 3.

Use these as a starting point for further nature work. Card 1 shows a selection of animal footprints for the children to identify. Card 2 has tree silhouettes, leaves and seeds. Card 3 shows animal silhouettes. Further ideas for nature work and extending these cards are given below in the Nature section.

#### Maths Cards 1 and 2.

Colouring shapes and sequencing. Ideas using these cards and other maths activities are given in the Maths section below.

#### Information Cards 1 to 5.

These give an illustration and information about some of the animals and trees the children come across in the adventure. Included are the fox, common frog, the little owl, the large blue butterfly and the sycamore tree. See the Nature section for ideas on their use with children.

## Other Activities

### Language

#### Creative Writing

**The Trogg.** Children never see the trogg. What do they think he looks like? What does he do? What about the Glob monsters? Write monster poems.

**The Magic pens.** Get the children to imagine what magic pens could do and write about the adventures they could have.

**10cms high!** Read the children extracts from 'The Borrowers' and get them to write their own stories. You could also use 'Gulliver's Travels' or 'Alice in Wonderland'. What other transformations can they imagine?

**The Magic Potion.** What do the children think was in the water? Get them to make up recipes for magic potions and turn them into poems. What other effects do their potions have? See our 'Story Starts' package- The House on the Hill.

**Just So Stories.** Read Rudyard Kipling's originals and get them to make up their own.

**Animal stories.** Get the children to imagine what it would be like to be a fox, a badger or any of the other animals in the adventure. Let them write a story about the day in the life of one of the animals as if they are the animal.

**The Dark Forest.** What else might be in the dark forest? Lost in the forest. Read the extract about the Wild Wood from 'The Wind in the Willows'.

**The Stone Table.** What do the children think happened there? Who built it and what was it for?

**The Map.** Tell the children they have discovered a map. Get them to imagine what it might lead them to.

#### Other language ideas

**Adjectives.** Make a list for flowers, trees, animals and animal movements. Use them in poems.

**Collective nouns** for groups of animals. Eg. herd, pack etc.

**Names** for male, female, young animals. Eg. buck, doe, fawn etc.

### Art & Craft

**Butterfly pictures.** Use ink blots or paper cut outs, string pulling etc. Other symmetrical pictures and patterns.

**The Trogg.** Get the children to draw/paint/model what they think the trogg looks like.

**Magic pen pictures.** Get the children to experiment with felt tips to see what happens when they draw on different types of paper and then drop water on their patterns. What else could they try to change the patterns. Let them use any techniques they discover in a picture.

**Red White Yellow & Blue.** The primary colours. Mixing colours. Shades.

**Animal drawings.** Make a frieze.

**Tree Art.** Leaf prints, bark rubbings, paper mache models, origami, torn paper pictures, sticky paper pictures etc.

**Collage.** Try to re-create the texture of the various animals for the collage. (Bin liners for a frog, an old hairbrush for the hedgehog etc.)

**Accurate drawings from nature.** Leaves, twigs, seeds etc. Show the children some botanical drawings, get them to study their specimen carefully first and teach them sketching techniques.

**Animal Masks.** Use one balloon between two children. Cover it in vaseline and then layers of small newspaper squares and paste. When thick enough, dry and hard, cut length ways to make two bases for masks. Cut out eye and mouth holes and build up features using paper mache. Paint, stick on fur, feathers etc. Add prickles, manes, whiskers etc. Use them in dance or drama.

**Modelling.** Let the children make plasticine or clay models of the animals in the adventure.

## Maths

### Using the work cards.

**1 Colouring shapes.** Try these with different numbers of colours. Let the children make up their own patterns for their friends. Other logic puzzles – matchbox puzzles, magic squares etc.

**2 Sequencing.** Sequencing with numbers, shapes, codes, etc. Let the children make up their own sequence puzzles for their friends.

### Other maths activities

**Estimation** (the crane game). Give the children practical tasks to do involving estimation and then accurate measuring. Encourage them to record their guesses and measurements properly.

**Shapes** (the roof tiles in the factory). Properties of shapes, tessellation etc. Sets/Subsets etc. Use logiblocks.

**Time** (the clock game). Analogue and digital displays. Degrees. Estimation. Turning. Clockwise and anti clockwise. Measuring turns – degrees.

**Arithmetic** (the loose brick game).  $+$   $-$   $\times$   $=$   $<$   $>$ . Prepare further examples for the children to do. Let them make up their own cards for friends to try.

**Money** (the shopping game). Let the children make up their own shopping lists and work out how much they will need.

**Graph Work.** Pets, favourite animals, statistics from visits e.g. How many beech, oak, etc trees in a park. Use our 'Graph Builder' program.

**Sets** of animals/trees/flowers. Sort pictures or information cards (see below) into sets according to different attributes, eg. method of movement, mammal/amphibian, number of legs, fur/feathers/scales/skin etc. try to use examples that will give empty, intersecting and sub sets.

**Multiplication and division.** Use examples from nature of things that have one, two, three etc. of something, eg. birds with one beak, two legged creatures, three leaf clover, rabbits with four legs etc. Using these build up the multiplication tables or set problems to do with multiplication and division Eg. How many paw marks will there be if a rabbit jumps four times?

## Science and Nature

### Using the Nature and Information Cards

**Nature Work Cards 1 to 3** Animal footprints, identifying trees and animal silhouettes.

You can extend the work on these work cards as follows:-

Take the children out to a park or if possible the countryside, suitably armed with reference books, and ask them to identify any animal tracks, trees, leaves, seeds, plants, birds etc. that they find or see. Perhaps they could keep logs of what they find and where they found it. If possible several visits could be made to the same site so that comparisons can be made. Young children might like to 'adopt' a tree and keep notes about their tree during the changing seasons. They could learn more about the tree and trees in general in the classroom and make a class book. What signs of life can they see in and around their tree? Make collections to bring back to the classroom for labelling, display and further identification work. Read the country code to the children before you go and stress that they shouldn't pick any living material. What other signs of life could they find, see or hear apart from tracks. Eg. droppings, remains of meals – nibbled nuts, nests, bird calls etc.

What differences are there between a rabbit and a hare, a stoat and a weasel, a frog and a toad, a vole and a mouse, a red squirrel and a grey squirrel, etc. What animals use silhouettes in their daily life? Why? The children could draw silhouettes of themselves and see if others in the class can identify them. Alternatively stand them behind a sheet with a bright light shining behind them. Which is easier to identify, a side view or a front view? Make shadow puppets and pla and fauna they meet in the adventure or during the topic. Build up a class set of cards. Display them along with any relevant collections.

Obvious cards to make are:- The four birds, how do they differ? (eg food, habitat, breeding, etc.) The red squirrels. Where are red squirrels found in the British Isles? Why are grey squirrels more common? Prepare information cards on both types of squirrel. The four butterflies. Life cycles. Metamorphosis. The Trees. Tree heights. Deciduous and evergreen trees. Seed dispersal.

The cards could then be sorted and some simple classification work done. The cards could also be sorted into sets according to various attributes, see the section on sets in maths above.

The whole area of nature and conservation can obviously be extended considerably. Here are just a few ideas for topics to investigate; Life histories of different types of animals and/or plants eg. frogs, butterflies. Choose examples that differ and highlight the differences. Try to find many different ways of presenting them eg. make giant 'tadpoles' using balloon and paper mache (see masks in the art and craft section above) and add different features and colours to represent the various stages of metamorphosis. Hang them from the ceiling with large labels! Animals food, habitats, movements etc. and the ways in which they are adapted for these. Camouflage. Make mobiles of food chains using pictures mounted on cards strung to represent the food chain. Simple examples of symbiotic and parasitic relationships between animals and animals and plants (how does man fit in to these relationships?) Fertilisation of flowers. Seed dispersal. Seasons, hibernation and migration. Trees, evergreen and deciduous. Wood and paper products, forestry. (See our programs 'Typesetter' and 'Fleet Street Phantom' for more ideas on topics based on paper.)

## Geography

**Maps.** Get the children to draw maps of the classroom, school etc. Treasure maps. (Real ones, get them to hide something and then give friends instructions and a map telling them where they can find the 'treasure')

**Ordinance survey** symbols and keys. Scales etc. Study your local ordinance survey map. Can children find where they live, where friends and relations live?

**Geographical distribution** of flora and fauna. Why do certain animals and plants prefer different geographical locations? Eg. water, climate, subsoil etc.

**Bird migration**, climate. Use a globe to chart the migratory paths of birds.

## History

**History of zoos**, wildlife parks. How have zoos changed over the years? Why have they changed?

**Extinct animals.** Prehistoric and modern day. Why did they become extinct?

**Standing Stones.** Are there any in your locality? Who put them there and why?

**Man and animals.** How have the relationships changed through the ages?

## RE & Moral Education

**Bible stories** involving animals and plants. Noah's ark, Jonah and the Whale, parable of scattering the seeds, etc.

**Aesop's Fables.** Read and discuss.

**Caring for animals** and pets. 'A pet is for life, not just for Christmas'. R.S.P.C.A.

**Animal rights.** Vivisection, blood sports, etc.

## Conservation and the Environment

**Animals and plants in danger.** Make a list of endangered species. Why are they endangered? How can we protect them? The fur trade, seal culling, whaling, etc.

**Food chains.** See above.

**Pollution** Man's effect on the environment.

## Music

**Classical music.** 'The Carnival of the Animals', Saint-Saens. 'Peter and the Wolf', Prokofiev. Vivaldi's Four Seasons.

**Popular and folk songs** about animals, The Zoo, Fox went Out, Old MacDonald, Animals went in two by two, etc.

**Making music.** Get the children to make up their own animal music. A forest waking up. The forest at night. Butterfly music. Make Music for water, wind, a summers day, rain, snow, etc. Use the children's music for the drama and dance ideas below.

## Drama and Dance

**Monster movements,** plays, etc. See ideas for masks and music above.

**Hibernation.** Get the children to imagine an animal going into hibernation. Initially they are very busy preparing winter food supplies, nest etc. Gradually slowing down and eventually settling into a sound sleep. Something might disturb their hibernation. Relaxation exercises. Waking up again.

**Role play.** Concoct some situation where man is threatening animal life. Give the children roles to play and act out the rights and wrongs of the dilemma. Eg. This idea comes from the 'See Saw Tree' by David Wood, performed by the Whirligig Theatre. The daily routine and domestic bickering of an oak tree's animal community is shattered by the news that the tree is to be felled to make way for children's playground.

**Metamorphosis.** Let music drama and dance change from one form to another gradually. Eg. Caterpillar to Butterfly, Winter to Spring, Dr Jekyll and Mr Hyde, (Clark Kent into Superman?!) etc.

**Migration.** A long journey. Preparations, anticipation, travelling, mishaps that occur on route, arriving etc.

**Animal Charades.** Get the children to mime/imitate different animals in the adventure in teams.

## PE

**Animal movements** Crawling, slithering, hopping, crawling, creeping, etc.

**Herds and flocks.** Get the children to practise all moving around the room together trying to move as one.

## ORGANISATIONS TO CONTACT

The following organisations and associations provide services and materials that may be of use in a topic based on 'The Nature Park Adventure'. The address given in each case is the one you should contact for further details of the publications available and not necessarily the main address of the organisation.

**The Botanical Society of the British Isles.** BSBI Publications, 24 Glapthorn Road, Oundle, Peterborough PE8 4JQ.

Useful publications include field handbooks, distribution atlases, conservation leaflets and posters. For stock list send a sae.

**The Conservation Trust.** The National Centre for Environmental Education, George Palmer Site, Northumberland Avenue, Reading, Berks RG2 7PW. ☎0734 868442.

Short guides for teachers, guides for primary and middle schools. Study notes on such topics as alternative technology, Britain's endangered species, man and the environment, pollution etc. For details send a large sae.

**The Council for National Parks.** 45 Shelton Street, London WC2 9HJ.

Know your National Parks — ten packs about the national parks and other educational publications.

**Countryside Commission.** Publications Despatch Dept., 19/23 Albert Road, Manchester. M19 2EQ.

Free poster and leaflet on the Country Code and other leaflets.

**The Fauna and Flora Preservation Society.** c/o The Zoological Society of London, Regents Park, London NW1 4RY.

Information packs, leaflets and posters.

**Forestry Commission.** 231 Corstorphine Road, Edinburgh, EH12 7AT.

Leaflets and notes about forestry projects in schools.

**The Royal Society for the Prevention of Cruelty to Animals.** Causeway, Horsham, West Sussex RH12 1HG. ☎0403-64181

Phamphlets, wall charts, project packs, slides and a film library.

## PLACES TO VISIT

The following list was kindly provided by The National Federation of Zoological Gardens of Great Britain and Ireland.

### North West

Blackpool Municipal Zoological Gardens, East Drive, Blackpool, Lancs. FP3 8PP. ☎0253-65027  
Knowsley Safari Park, Prescot, Merseyside L34 4AN. ☎051-4309009  
Merseyside County Museum Aquarium, William Brown Street, Liverpool L3 8EN. ☎051-2070001 or 2075451  
The North of England Zoological Society, Zoological Gardens, Upton-by-Chester CH2 1LD. ☎0244-380280  
Southport Zoo, Princes Park, Southport, Merseyside PR8 1RX. ☎0704-38102  
The Wildfowl Trust, Martin Mere, Burscough, Ormskirk, Lancs. L40 0TA. ☎0704-895181

### Northumbria

The Wildfowl Trust, Washington Waterfowl Park, District 15, Washington, Tyne & Wear NE38 8LE. ☎091-4165454

### Yorkshire & Humberside

Harewood Bird Garden, Harewood House, Leeds LS17 9LF. ☎0532-886238

### Cumbria

Muncaster Castle Bird Gardens, Ravenglass, Cumbria CA18 1RQ. ☎065-77614

### East Midlands

Animal Gardens, North End, Maplethorpe, Lincs. LN12 1QG. ☎0521-73346  
Skegness Natureland Marine Zoo, North Parade, Skegness, Lincs. PE25 1DB. ☎0745-4345

### Heart of England

The Birds of Prey Conservation & Falconry Centre, Newent, Gloucester GL18 1JL. ☎0531-820286  
Dudley & West Midlands Zoological Society Ltd., 2 The Broadway, Dudley DY1 4 QB. ☎0348-52401  
Smestow Water Mill & Wildlife Centre, Heath Mill Road, Wombourne, West Midlands WV5 8AP. ☎0902-898213  
West Midland Safari Park Ltd., Spring Grove, Bewdley, Worcs. ☎0299-402114 or 402631  
The Wildfowl Trust, Slimbridge, Gloucester GL2 7BT. ☎045-389333  
Zoo Park (Twycross) Ltd., Norton-juxta-Twycross, Atherstone, Warks. CV9 3PX. ☎0827-880250

### East Anglia

Banham Zoo Ltd., The Grove, Banham, Norwich NR16 2HB. ☎095-387476  
Colchester Zoo, Maldon Road, Stanway, Essex CO3 5SL. ☎0206-330253  
Kilverstone Zoological Gardens, Thetford, Norfolk LP24 2RL. ☎0842-5369  
Linton Zoological Gardens, Hadstock Road, Linton, Cambs. ☎0223-891308  
Mole Hall Wildlife Park, Widdington, Newport, Essex CB11 3SS. ☎0799-40400  
The Norfolk Wildlife Park, Great Witchingham, Norwich NR9 5QS. ☎0603-872274  
Thrigby Hall Wildlife Gardens, Thrigby Hall, Filby, Great Yarmouth, Norfolk NR29 3DS. ☎0493-77477

### West Country

Bristol, Clifton & West of England Zoological Society, Bristol BS8 3HA. ☎0272-738951  
Cricket St. Thomas Wildlife Park, Chard, Somerset TA20 4DD. ☎046-030755  
Dartmoor Wildlife Park, Sparkwell, Plymouth, Devon PL7 5DG. ☎0755-37209  
Padstow Bird Gardens, Padstow, Cornwall PL28 8BB. ☎0841-532262  
Paignton Zoological & Botanical Gardens Ltd, Paignton, Devon TQ4 7ED. ☎0803-557479  
Paradise Park, Hayle, Cornwall TR27 4RY. ☎0736-753365  
The Tropical Bird Gardens, Rode, Near Bath, Somerset BA3 6QW. ☎0373-830326

### Thames & Chilterns

Cotswold Wildlife Park Ltd., Burford, Oxon. OX8 4JW. ☎099-3823006  
Stagsden Bird Gardens, Stagsden, Bedfordshire MK43 8SL. ☎023-022745  
Whipsnade Park, Near Dunstable, Beds., LU6 2LF. ☎0582-872171  
Windsor Safari Park Ltd., Winkfield Road, Windsor, Berks. SL4 4AY. ☎0753-869841

### South East England

Birdworld, Holt Pound, Farnham, Surrey GU10 4LD. ☎0420-22140  
Brighton Aquarium, Marine Parade and Madeira Drive, Brighton BN2 1TB. ☎0273-604233 or 604234  
Chessington Zoo Ltd., Chessington, Surrey KT9 2NE. ☎037-2727227  
Drusillas Zoo Park, Alfriston, East Sussex. ☎0323-870234  
Gatwick Zoo & Aviaries, Russ Hill, Charlwood, Surrey. ☎0293-862312  
The Hawk Conservancy, Weyhill, Near Andover, Hants. SP11 8DY. ☎0264-772252  
Marwell Zoological Park, Colden Common, Near Winchester, Hants. SO21 1JH. ☎096-274406  
The Wildfowl Trust, Mill Road, Arundel, West Sussex DN18 9PB. ☎0903-883355

### London

London Zoo, Regents Park, London NW1 4RY. ☎01-722-3333  
Brent Lodge Park Animal Centre, 24 Uxbridge Road, London W5 2BP. ☎01-5792424

### Isle of Wight

Robin Hill Country Parks Ltd., Combley Farm, Downend, Newport, Isle of Wight. ☎0983-527352

### Channel Islands

Jersey Wildlife Preservation Trust, Les Augres Manor, Trinity, Jersey. ☎0534-61949

### Ireland

City of Belfast Zoo, Hazlewood, Antrim Road, Belfast BT36 7PN. ☎0232-776277

### Scotland

Highland Wildlife Park, Kincaig, Kinghussie, Inverness-shire PH21 1NL. ☎054-04270  
Edinburgh Zoo, Scottish National Zoological Park, Murrayfield, Edinburgh EH12 6TS. ☎031-3349171  
Calderpark Zoological Gardens, Uddington, Glasgow G71 7RZ. ☎041-7711185 or 7711186

### Wales

Manor House Wildlife & Leisure Park, St Florence, Tenby, Dyfed. ☎064-67201  
Pencynore Wildlife Park, Cilfrew, Neath, Wales. ☎0639-2189  
The Welsh Mountain Zoo, Colwyn Bay, Clwyd LL28 5UY. ☎0492-532938 or 531660

## **TROUBLE SHOOTING**

### **Loading Problems**

If the disc won't load check:-

That you have a 40 track disc for 40 track drives or a 80 track disc for 80 track drives. If your drive is switchable, is it set correctly? (Note:- 40 track discs are despatched unless 80 track are specifically requested. 80 track discs are labelled 80 track.)

If you are using a Master 128, is it configured to DFS? If not type \*DISC, press RETURN and then !BOOT the disc. Do not try to run the program using the CONVERT program provided with the Master.

Is your equipment all switched on and connected properly?

If the disc still doesn't work try it, if possible, on another computer and disc drive. (Disc drives need a service now and then.)

If you still have no luck you can either telephone for advice or simply return the disc for replacement. Please make a note of any screen messages etc. so that we can try to identify the problem.

It may be that you have a non-standard DFS which is the cause of the problem. If this is the case we will be happy to give a refund.

### **Back Ups**

Sorry, but you won't be able to make one of Part 2 and 3 or the Problem disc. They are protected to enable us to run our very popular approval system. Don't worry, all our discs come with a 3 year guarantee.

### **Corrupted Discs**

If your disc corrupts in any way up to three years after purchase, return it together with a blank unformatted disc and we will send a replacement.

**Sherston Software**  
**Swan Barton, Sherston, Malmesbury, Wiltshire, England. SN16**  
**OLH ☎0666-840433. BTGold 72:MAG31653**

