

Stig  
of the  
Dump

*Stig of the Dump Handbook for Stig of the Dump software*

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## Introduction

This new incarnation of *Stig of the Dump* is based on Marshal Anderson's original design first published way back in '85, when gin was tuppence a tot, when loading games still meant plugging in a cassette recorder (and a kettle), and the National Curriculum was a nightmare yet to be dreamt. And that piece of software - the first he ever had published - was of course based on Clive King's book which has been a favourite for children at home and school for more years than we Topologikans care to remember.

It grew out of a feeling, held by him and others, that we could do more with computers than tables-dressed-up-as-space-invaders. It also grew out of an education system that was still largely child-centred, project-based and locally-directed, where the integrated day and group work allowed practical use of limited resources like one BBC B, Spectrum or RM 186 amongst four classes.

So why bring it back now, in the days of a curriculum that seems to want to put subjects into separate boxes, where anything that does not impact on national tests is potentially marginalised, and where 'whole class' teaching seems to be prevalent?

First, just because an idea is 'old' does not mean it is dead. There were some great ideas around in the eighties (witness how well Topologika's *Sherlock* pack has done, inspired partly by another great idea from the 80's - *Developing Tray*). Despite the current trend for prescriptive, industry-centred learning in the U.K., we feel there are still people 'out there' who believe, like us, that child-centred learning has much to offer, that children will be inspired and enthusiastic about learning if their teachers are given the right materials and the chance to adopt a flexible, creative approach. The combination of Clive King's wonderful book and this attempt to bring it to life can, we believe, provide the basis for some great learning experiences.

Second, we know that well constructed adventure games can help children view 'their' curriculum in a holistic way. In other words, *Stig*

is an activity which can roll back the boundaries of today's 'programmed learning' and put in its place a unified range of curriculum challenges, from maps to logic, reading to writing, game design to artwork.

Third, it is to do with the fact that, just maybe, the tide is turning. The latest iteration of the National Curriculum seems to look more kindly on creativity and even on a certain amount of cross-curricular work. We visit many schools that still manage to keep some semblance of child-centred, project-based education running. Marshal has spent some time working abroad and has begun to notice, specifically in the U.S., Austria and Italy, that there is the beginnings of a backlash against the formalised curriculum and teacher-centred work, with structures being set up to allow more teacher-controlled education targeted at the needs of individual children using a wide range of learning methods.

This seems like a lot of big talk around a small program, but we think it is important to let you know how it came about and how it was originally intended to be used. *Stig* was and *is* designed to encourage children, aged between about nine and thirteen years, to read a book for meaning and understanding. First and foremost, it is a comprehension exercise, but you can cover a lot of the National Curriculum's demands with it too. It is a great platform from which to launch into Art, Drama, Music, Science, Geography, you name it, and to this end we've included a 'topic web'. (Marshal can't remember who produced this, but says 'Thanks,' whoever you are.)

What is it all about? Well, although his name is not mentioned on the screen, children take the part of Barney, and they have, with reference to the book, to carry out a set of tasks. To discover just what these tasks are, and the ways they may be carried out, the children must read the first three chapters of the book very carefully. (The tasks are outlined from page 14 of this Handbook.)

If you have not used an adventure game before - or if you have not used one with children - you will find help in this pack.

We hope you enjoy using *Stig*. All of us at Topologika really want to hear what you think about it - either way. Any ideas you have can be shared via our web site ([www.topologika.com](http://www.topologika.com)) to help us make sure future packages continue to support you and the *real* learning you provide.

*Marshal Anderson*  
*Brian Kerslake*

## **HARDWARE**

**Windows** 95 or later, 16 Mb of memory, around 30 Mb of hard disc space, and a sound card. A Pentium processor is recommended. The program runs best with a screen resolution of 640 x 480 x 32,000 colours, in which it will fill the whole screen and look its best. You can, however, run it with fewer colours (some of the graphics may look strange!) or in a 'bigger' screen such as 1024 x 768, when a grey border will appear around the game screen. See Options (page 19) for details of how to force the game to switch to 640 x 480 each time it runs.

**Macintosh** System 7.5 (or above, including OS X in 'Classic' mode, which it will use automatically) on a 100mHz Power PC (or better), with at least 32 Mb of memory. Speech must be enabled. Users report that it runs fine, if a little slowly, on older machines with only 16Mb – (RAM-doubling software can help.) To view the program at its best, use 640 x 480 resolution with a colour depth of 'thousands' of colours. The program does not use Bubble Help – instead it has it's own built-in Help system (see page 13).

## Starting *Stig of the Dump*

Please note that all screenshots are taken from the Windows version of *Stig of the Dump*.

### Windows

To run the program, click on the Start button, then Programs, find the Stig group, then click on the Stig icon. You should see the Title Screen, with the introductory animation playing:



If you can not see the **animation** - or if it looks strange - whoever installed the program did not fully complete the job. Please note that the *Apple Macintosh* version does not have an animated title screen.

During installation, *Stig* looked to see if your machine already had what it needs - a 'plug-in' called *Flash*. If it did not find it, the user was

given the chance to install it. If that was not done, that is why the animations are not working, so go back and install *Flash*, by double-clicking on the program FLASH in the EXTRAS directory on the CD you installed Stig from.

## Apple Macintosh

1. Insert the CD in your drive. The *Stig of the Dump* icon will appear on the desktop. Double-click on it.
2. Drag the *Stig of the Dump* folder to your hard disc. You will find three icons inside the copied folder:  
**'Resources'** — This is where the program keeps its images and sounds. Please do not move this folder – it must remain where it is.  
**'Saves'** — Before they try something tricky, users will want to save their positions. This is where saved files go.  
**'Stig of the Dump'** — This is the program file.
3. Double-click on the latter to start the activity. The Title screen will look like the one in the *Windows* version (above), but it will not be animated.

## Both Versions

At the Title Screen there are three things you can click on:

|               |   |
|---------------|---|
| Quit          | - quits the program                       |
| Instructions  | - easy-to-read instructions for players   |
| Play the game | - start exploring <i>Stig of the Dump</i> |

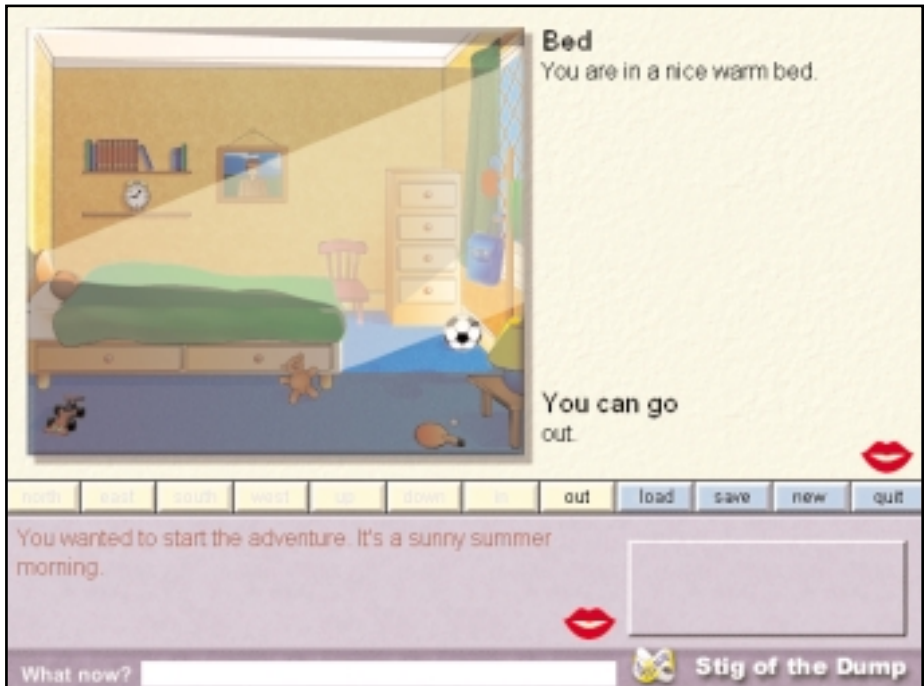
*Windows* users can also click on 'Options' (see page 19).

*Apple Macintosh* users also have the following options directly available on the Title screen:

- Pop-up command list* — See p.10 for a description of this.
- Sound effects* — Toggle this OFF if you do not want any.
- Use speech* — Enables on-screen text to be spoken.

## QUICK WALKTHROUGH

For this quick walk-through, just click on 'Play the game' to move to the opening scene:



The animated picture shows **where you are**. Barney is asleep in bed. To the right there is a written **description** of the location - '*You are in a nice warm bed*' - along with the **directions** in which you could move: *out*. If **speech** is turned on the description and available directions will be spoken to you if you click on the upper red 'mouth' button.

For *Apple Macintosh* users text is spoken using the current default 'voice' in your Speech control panel. (See your computer documentation for more information.) You will need to experiment to find the one that sounds best.

## INPUT BOX

At the very bottom of the screen is where you 'do' things - in the 'What now?' or input box. This is where you can enter what you want to do, e.g. GO OUT. Press <Enter> to confirm your command. When using the keyboard to enter directions (N, S, E, W, Up, Down) you can either type in the initial letter or the word in full. Word bar commands will not appear in the input box.

## POP UP COMMAND LIST

You can also put commands into the input box by using a pop-up command list. This list can pop up for Windows users when you click with the right mouse button on the input box, but it will not pop up unless this feature (pop-up word list) is turned on in Options - see page 19. *Apple Macintosh* users can get the pop-up command word list by clicking on the 'up-arrow' to the right of the input box, but it will not appear unless it has been enabled on the Title screen.

## MESSAGE BOX

The message box (above the input box) displays the program's responses to your wishes, together with various help messages.



You will need to pay particular attention to this area to keep track of what is happening in the game. (Speech is available here too, so long as it is turned on. However the program will not always speak the first sentence, because this will nearly always contain something which children have entered - and we could not predict that!)

Some locations (see above) display a list of one or more objects which you can 'see' and which you therefore might want to 'pick up' and 'use' in some way. You will find that typing TAKE APPLES, for example, is how you pick them up. You can do lots of things with objects, e.g. DROP, HIDE, USE, BURN - but if doing something is not logical, the program will (politely) tell you. Not all of the objects which you are told you can 'see' actually appear in the animations. This is a limitation of *Flash* (page 7-8), which generates animations we cannot change. (Interestingly, Marshal did not have that problem when he wrote *Stig* for the Acorn Archimedes!)

## **OBJECT BOX**

Things that you have picked up can appear in the object box to the right of the message box, as in the above screen shot. (*Windows* users - If the object box is not there, you will need to turn it on in Options - see page 19.) You will find moving the mouse pointer over an object tells you its name, while clicking on the objects puts their name in the input box. If there are more than three objects, scroll arrows will appear.

We suggest that you wander around the game for a while, entering commands (eg, TAKE APPLE, N, etc) and picking up objects, just to see what can happen and where you can go - the enclosed map may help. You can read the children's instructions by clicking on Instructions at the Title Screen, followed as necessary by the rest of this Handbook. The specific tasks and a complete solution begin on page 14.

To finish the adventure, type QUIT, or click it on the toolbar.

## *Stig of the Dump in Detail*

**T**his section builds on some of the things we introduced in the previous section. You will only need to read it if there is something you need more help with or information about. It includes a complete worked 'solution' to the adventure. However, before you actually read or work through this 'answer', it is well worth solving the program yourself. You will then have a good idea where the children you work with might need help, and what points in the book should be emphasised. (This is especially true if you intend to use the program with younger children.) The main characteristic needed when exploring this or any other adventure is a willingness to try things out. Do not discount ideas until you have had a go at them. Some tasks need a very specific combination of words so, if you are sure you are on the right track, keep at it! It is also worth remembering that, although the program can give you plenty of help, it can only do so in response to your inputs.

### **INPUTS**

Inputs are in sentences of up to 30 characters (including spaces).

Page 22 lists the *Stig* words. You can also print them in Options.

The program accepts *any* words in response to the prompt, '*What now?*' However, it is important to note that the program only actually acts on the words it knows and that it deals with the first two it recognises, working from left to right. Thus the sentence 'TAKE THE KNIFE AND THE CHALK' will be 'translated' as TAKE KNIFE. This idea is mentioned in the children's instructions available from the Title Screen.

PICK UP is a tricky one. Children should avoid this and instead use TAKE, since PICK is treated as a verb, and UP as a noun, and how can you 'up' and 'take'?

You cannot voluntarily carry more than five objects, but the game will sometimes force you to!

## **SPECIAL WORDS**

### **Save**

Saves a game so you do not have to start again from the beginning next time you play. You have to enter a name for your 'saved game'. Children should be encouraged to use different names for their saved games. However if they try to use one that has already been used, they will be warned.

To delete saved games, *Windows* users need to delete them from this 'Game path' directory - see page 21. They have a .STIG extension. *Apple Macintosh* users can delete saved games from the 'SAVES' folder in the usual way.

### **Load**

Allows children to select and load a previously saved game in order to continue playing it. Useful for when someone's 'go' spreads over a couple of sessions.

### **Quit**

Stops the adventure and returns to the Title Screen.

### **Help, Hint**

These words *may* give the children a clue if they are stuck. However, clues are not provided at every location.

### **Inventory, List**

Tells the children what they are carrying. The pictures in the 'object box' (optional in the *Windows* version) at the bottom-right of the game screen also show what is being carried.

### **Run**

A quick way of getting to location 9, which speeds the game up. If Stig is following you, RUNning will leave him behind.

### **Away**

Telling Stig to GO AWAY will stop him following you, and return him to either location 19 or 24.

## MESSAGES

Stig is provided with many error-trapping routines and over seventy helpful messages to make it easy to use. We hope you will find most children can use it without too much supervision.

It is worth noting that, although 'mistakes' can cause the game to end (bringing Stig home, falling into the dump etc), children cannot get themselves into such a position that they cannot win. For instance, if they break the string (in the shed, location 1) it will magically reappear back in the same place - in other words there is a never-ending supply of string! Despite this, it is worth encouraging children to save the game at various points (see above) so that, should the worst happen, they do not have to start all over again.

## TASKS AND SOLUTION

So you have come here to cheat? Well, OK, we know how busy you are. But remember that the best way to find out how children will feel when tackling the adventure - and what strategies they will need - is to play the game as one of them. So maybe just check out the tasks, and ignore the solution...

The program is divided into three 'days', which roughly correspond to the first three chapters of the book. Each day you will find (or be given) a treasure to hide on top of your wardrobe, then go to sleep. Make sure you save your position regularly, and that you keep a note of what your various save names refer to, e.g:

| <i>file name</i> | <i>Description</i>                         |
|------------------|--|
| Stigeatc         | Stig has just eaten the carrots I lowered! |

The solution is, as far as we know, the fastest route through the game. There are many other routes. Good luck and remember to have the supplied map to hand!

**Day 1**      *Find a knife*  
                 *Locate Stig*  
                 *Get a 'treasure'*

Click on OUT, DOWN then EAST until you see your Grandmother in the kitchen (location 4, see map). You want to pick up the knife, but do not do that, because it does not work (see page 12-13). Instead, TAKE KNIFE.

Go W, N, N, N until you are 'close to the edge of the dump' (9). Move to the 'very edge of the dump' (21) by taking another step north. Note that the program counts the number of visits and inputs in this location, and drops you into the dump after it has counted three (e.g. go to the location and type HELP twice). This is designed to encourage children to explore the Stig environment more fully at the start of their 'go'; after their first fall, subsequent falls send them to the local A. & E. unit.

Type N twice (even though it says you cannot go that way) to fall into the dump. You end up hanging upside down in Stig's cave, with a 'hairy-looking creature' (Stig) staring at you.

#### GIVE KNIFE

Stig cuts you down, you get a different view of the cave (19), and **Stig gives you your first 'treasure', a flint blade**. A 'You're tired' message now indicates that today's task is almost done. You just need to make your way home and go to bed. Go E, E, E, E, E, CLIMB, S, W, W - or just type RUN - to get back to 'close to the edge of the dump' (9) - (RUN *always* takes you to 9).

If Stig is following you (i.e. you can still see him), do not let him follow you all the way back into your house, or the game will end. Get rid of him using either 'RUN' or 'AWAY' or 'SAY GO AWAY' or 'RUN AWAY FROM STIG'.

Go S, S, S then UP and you should be back in your bedroom.

Climb UP onto the top of your wardrobe and hide the flint by DROPPing it on top of your wardrobe (27).

DOWN, IN, SLEEP finishes Day 1. (Note that SLEEP only works in bed, and that you will not be able to sleep if you take objects to bed with you, because the bed will feel uncomfortable!)

Finally, SAVE your position so you can carry on some other time.

**Day 2**            *Dig out Stig's back room*  
                      *Build a window for Stig's shelter*  
                      *Make a stove.*

WAKE up in the morning, and get OUT of bed. Go DOWN to the kitchen (4), and TAKE TIN OPENER. Go E, EXAMINE BIN, and EXAMINE WOOD. You will find some hidden objects - CANS, JARS, and a CART. TAKE all of these.

Now make your way to the fence (13). The quickest way to do this is to RUN to location 9, then go E, E, N. You can only carry two things over the fence at a time, so DROP any two of the objects you are carrying, CLIMB the fence, and DROP the other two objects. Now CLIMB back over the fence, TAKE the first two objects, CLIMB back again, and pick everything else up!

Now go W, W, W, S. to 25. TAKE CLAY, and continue N, W, W, W. This will leave you at the back of the shelter (24), where you can DIG CHALK to enlarge the shelter. A happy Stig will now appear. USE CART to move the chalk dust to 17, then DROP CART. This completes the first Day 2 task.

Now go W, W. You should be inside Stig's shelter with everything you need to make the window (jars and clay), so type MAKE WINDOW. Stig *will* be pleased, and so will you, because that is the second task of Day 2 completed. However, Stig's shelter is smoky - he needs a stove with a chimney so GIVE CANS and GIVE TIN OPENER to Stig. He will use these to make a tube of tin cans (look in 'You can see...').

TAKE TUBE from Stig, then go W and TAKE BATH (24). Move into the shelter (19), and MAKE STOVE. That is the third and final task of the day completed, and **Stig gives you an arrow, your second treasure.**

Before you leave the dump, USE BRUSH in the shelter (19) to get the chalk dust off yourself, or Gran will be cross! Once you have done this, return to your bedroom - RUN, S, S, S, UP, UP, hide the arrow,

DOWN, IN, SLEEP.

SAVE your position.

**Day 3**            *Find Stig*  
                      *Make him a nice warm fire.*

WAKE, and go OUT and DOWN into the kitchen. TAKE MATCHES, then go IN the shed (1). TAKE SAW, TAKE ROPE and TAKE STEEL AXE, then make your way to the dump (25). Again you can only carry two things over the fence at a time, so repeat the juggling you did in Day 2.

Once at 25, CLIMB (the tree) and TIE ROPE (you will see why, later). Do not climb any higher or you will fall.

Go to the back of the shelter (24), and LOOK LEAVES - you will find Stig, but he is not looking well, because he is cold so you will now need to find some firewood for Stig's fire.

Go back to 25, making sure Stig is following. If he wanders off, find him in either 19 or 24, and BRING him with you to help saw the tree for firewood.

In 25, SAW TREE, then CHOP TREE. (Do not saw or chop too many times, or the tree will fall on the shelter and end the game.)

Now PULL ROPE three times to make the tree fall over. You can CHOP LOG into smaller logs, which you can then TAKE. You also need to TAKE TWIGS from this location.

Go N then E, and TAKE NEWSPAPER you find there. (You may find you have to DROP SAW and DROP STEEL AXE before you can carry everything.)

You now have everything you need to make a fire. Move to 19, MAKE FIRE, then LIGHT FIRE. Stig now feels much better, and roasts some chestnuts.

**You can now TAKE SPEAR - the last treasure and** you will also need to TAKE LOG to light your way home. Should you leave the cave without the log, it will be very dark, and you could fall and hurt yourself!

Make your way back to your bedroom, but remember to DROP LOG before you enter the house, and get rid of Stig (if he is there) or Gran will be cross.

Hide the spear in 27, to finish the game. *Phew!*

As we said at the top of this solution, there are many others, and each day's tasks do not need to be tackled in any particular order.

## Options

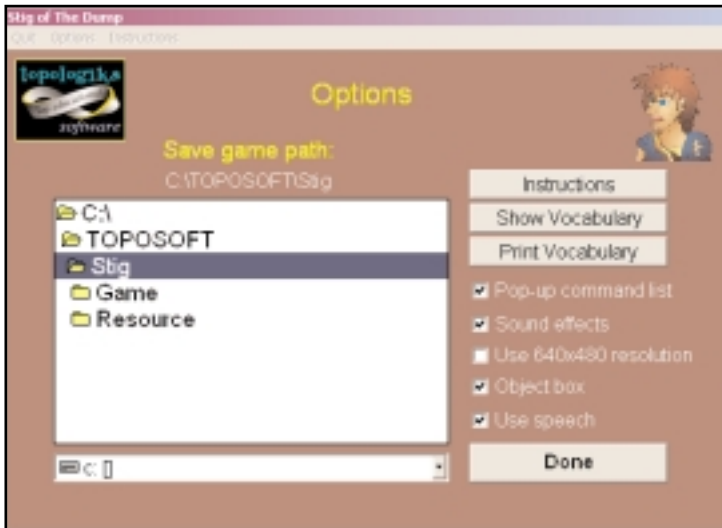
The Apple Macintosh version has fewer options than the PC version, and they can not be saved, so most of this section is not relevant. The options that the *Apple Macintosh* version does have are available from the Title screen – see page 7.

In the Windows version some aspects of *Stig* can be changed to suit the children you will be using it with, or to change the way the game works. Click on 'Options' at the Title Screen, then type in the password which was the word 'secret' when we supplied the pack.

You can change the password if you wish: just enter the current password, click 'Change password', then enter the new password twice to confirm.

**If you forget your password**, look for a line beginning PASS= in the STIG.INI file inside your main Stig directory. The characters that follow it are your password.

Once you've entered your password you will see the Options Screen:



**NB. The program directory must be writable when changing the options.**

## **Instructions**

These give a brief overview of the program, and how it can be used. You will not need to read them if you have read this Handbook.

## **Show Vocabulary**

Lists all the words the program understands on screen.

## **Print Vocabulary**

Prints the above list to the default printer.

## **Pop-up command list**

If this is enabled, clicking on the input box with the right-hand mouse button will display a menu of all the available commands, allowing you to select a command instead of typing it. We have included this feature mainly for children who have problems typing or who have difficulty with spelling. **Please note** that this pop-up list provides real clues as to what needs doing and, in our opinion, detracts to a large extent from the challenge of framing language in a way the program understands. For this reason we suggest you only use this feature if children are really struggling.

## **Sound Effects**

Enables you to switch the sound effects off, so that animations play in silence. With this off, all text on the screen can still be spoken when you click on a red mouth next to it (see Use Speech, next page).

## **Use 640 x 480 resolution**

If your computer is set to use a screen mode larger than 640 x 480, the *Stig* game screen will look small in relation to the total available screen area, with a grey border around the edge. You can get round this by

either manually switching the machine to 640 x 480, or by turning this option on so that the next time you run the program it will automatically switch the machine into 640 x 480.

Note that due to differences between the various types of hardware, this may not be possible. You will see an error message if this is the case, and the program will remain in your current screen mode.

The number of colours the program uses must be set manually, so if *Stig* looks bad in 256, try 32,000, which we recommend.

## **Object box**

With this switched on, all items being 'carried' will appear as small pictures in the object box to the right of the message box. If you are carrying more objects than there is room to display, scroll arrows will appear. Clicking on an object puts its name in the input box.



## **Use Speech**

This option allows you to use sampled speech in the program. 'Mouth' buttons like this one will appear on the screen, one next to the location description, and one in the message box. Clicking on either of these speaks the adjacent text. (See page 11 for reasons why the first sentence in the message box may not be spoken.)

## **The 'Saved Game' Path**

The left-hand area of the Options Screen allows you to select the directory that saved games are placed in, and loaded from. Whatever directory you choose must be writable (the program will warn you it this is not the case). See SAVE on page 13 for how to delete saved games.

## **Done**

Saves your options, and returns you to the Title Screen.

## Vocabulary

The complete list of Stig words is shown here.

*Windows* users can also print a word list from the Options screen, by clicking on 'Print vocabulary'.

### DIRECTIONS

DOWN, D  
EAST, E  
ENTER, IN, INTO  
NORTH, N  
OUT  
SOUTH, S  
UP, U  
WEST, W

### ACTIONS

BRING  
BUILD  
BURN  
CHOP  
CLIMB  
CUT  
DIG  
DROP  
EAT  
EXAMINE  
FETCH  
FIND  
GET  
GIVE  
HIDE  
JUMP

KNOCK  
LEAVE  
LIGHT  
LOOK  
LOWER  
MAKE  
OPEN  
PULL  
REMOVE  
SAW  
SEARCH  
SLEEP  
SWING  
TAKE  
TIE  
TUG  
USE, WITH  
WAKE

### OBJECTS

APPLES  
ARROW  
AXE  
BATH  
BEDSTEAD  
BIN  
BRUSH  
CANS  
CARROT  
CART  
CHALK  
CHESTNUTS  
CHIMNEY  
CLAY  
DUSTBIN  
END  
FIRE  
FLINT, BLADE

JAM  
JARS  
KNIFE  
LOG, LOGS  
MATCHES  
NEWSPAPER  
NUTS  
PAPER  
PENKNIFE, PEN,  
KNIFE  
PIECE  
PILE  
ROPE  
RUBBISH  
SAW  
SOUP, CANS  
SPEAR  
STEEL  
STIG  
STONE  
STOVE  
STRING  
TIN, OPENER  
TINOPENER  
TREASURE  
TUBE  
TWIGS  
WINDOW  
WOOD, WOODPILE

### SPECIAL WORDS

AWAY (see page 13)  
HELP, HINT  
INVENTORY, LIST  
LOAD  
QUIT  
RUN (see page 13)  
SAVE

## *Stig of the Dump* in the Classroom

**For those of you who may have never used this kind of adventure with children before, here are a few tips. They are taken largely from the experiences of schools which tested the program, both with the original BBC version, and with this release. We are sure you will find other ways of organising things, but this may be of help.**

### **GETTING STARTED**

**C**hildren can not simply be expected to just 'play the game'. They will need to have read at least the first three chapters of the book, so that they know the tasks they have to carry out, which are not explicitly stated in the program. If you are using the program as part of a class project (maybe *Stig* is your class reader), at least those three chapters should be read to the class before you let anyone loose on the computer. If you do not have the time or inclination to solve the program for yourself - cheat! A full day-by-day worked solution begins on page 14.

### **INTRODUCING THE PROGRAM**

You may find that the simplest way to introduce the program is to set the machine up in front of the class to show how commands are entered. However, interaction with the program is very straightforward and most children these days will have no trouble with it.

### **ORGANISATION**

Experience shows that where the program is being used with the whole class or with a major portion of it, it is generally best to arrange for children to explore *Stig* in small groups. This is efficient and makes better use of limited computer resources than having each child tackle the program alone. More than that though, group work can lead to a richer learning experience, because the different children in each group will approach the task in different ways. It is good to share and

talk! You will find that *Stig* can work as well with mixed ability groups as with streamed, but you will need to ensure that no child in a group leaves the others behind. After organising the groups (minimum two per group, maximum four), computer time can be allotted to each group.

## **MAKING MAPS**

The first thing children will want to do is explore at random, probably much like you did when you first used the program. This is not necessarily a bad thing, and you will see from the map we have provided (just one way of showing it) that the area to be explored is fairly straightforward. A little challenge is, however, presented by the extra linkages between locations 14 and 15.

Eventually you would hope they would realise that the best way to get round the game is by making a map, and we really think you should encourage them to do so.

Children invent all sorts of ways of mapping adventure games, and it can be instructive - and educationally sound - to give them free rein on this for a while. Those who find it difficult can be given the locations on cards or 'PostIt' notes which can then be arranged to make sense.

Map-makers can be persuaded to explain how their maps work. You could then, perhaps, agree a method that everyone could use.

## **SOLVING THE PROBLEMS**

There are two obvious approaches to solving the problems: one is to have groups working in competition with each other, and the other is for each group to share their findings with the class as they go along, even, as above, building up a single map for everyone to refer to.

Whatever decision you come up with need not be fixed forever; you could, for example, start with groups working in competition and switch to sharing as and when things get tricky or time begins to run out.

## **TIME MANAGEMENT**

To give you some idea of time scale, a group of average nine to ten year olds can solve the problems in six to ten hours, while a whole class working together can finish *Stig* in about two weeks.

## **WORK AWAY FROM THE COMPUTER**

Much of the work on *Stig* can and should be carried on away from the computer.

Rough maps may be tidied up, and notes taken during the computer session should be reviewed for further clues. This will help speed things up the next time the children go to the computer.

It is also helpful to have several copies of the book around for children to study at their leisure. Beware, however, of letting children take the book to the computer as this can slow things down considerably.

We know of two audios tapes of *Stig*. There is an abridged version read by THE Tony Robinson and published in 2000 by Puffin Audiobooks (ISBN 0140868089, £7.99 - April 2002), and there is an unabridged reading by Martin Jarvis published in 1993 by BBC Audio (Spoken Word) (ISBN 1855493004 £10.99 - April 2002). Scholastic publish a useful book of 32 photocopiable activity sheets in their 'Read and Respond' series (ISBN: 0439016894, £9.50 - April 2002). We found them all at [www.amazon.co.uk](http://www.amazon.co.uk). *Stig* has also been made into a panto.

## *Stig of the Dump* and the National Curriculum

**The following is just some guidance to the areas we think *Stig of the Dump* covers in the National Curriculum. You should note that this is valid at 12 noon on 30th May 2000; now that it is on the Internet, you will, of course, be checking hourly for changes!**

**S***tig* is aimed pretty much at the top end of Key Stage 2 and beginning of Key Stage 3. However, younger children reading at above their chronological age and interested in problem-solving will find the activity an enjoyable challenge.

Basically, *Stig* is about reading for understanding, so we will look at that first, and then move on to speaking and listening.

We have focussed on Key Stage 2 for this guide, but you will find the areas covered map almost exactly onto Key Stage 3.

### **Literacy Strategy**

*Stig of the Dump* fits neatly into the structure of the Literacy Hour. For example, the book can be used as a Shared Reading text with the whole class, with the software being used as a group activity. Alternatively the book could be used in groups for weekly Guided or Independent Reading, with a separate weekly supporting session on the computer. However you use it, the book and the software together will be a valuable resource for the Literacy Hour.

### **En2 Reading**

The main thrust here is in *Section 2; Understanding Texts*. *Stig* (the program) revolves around the first three chapters of the book and, if you went through it with the book next to you, you could solve all the puzzles systematically (that is one approach - see below).

However, we have added some alternative solutions and unlinked the sequence of events within each chapter, so it is more important to have

an overall impression of the events that happened, and to understand the links between them, than to remember the original sequence of events in the book.

*Section 3, Reading for Information*, also comes into play, should you wish it to do so. Letting children refer to the book as they explore the game will encourage them to skim the text for clues - pretty much all the answers are in the book. You could approach this by giving them the program, as recommended earlier, after they have read the first three chapters or the complete book. (More radically you could let them try the program without having read the book at all. This would really stretch their skills in terms of pulling specific information from text by skimming and selective reading.)

*Section 4, Literature*, has some areas that *Stig* covers too. As the children instruct Barney in the program it can help with *d*) recognise the differences between author, narrator and character. Probably it also supports *c*) identify how character and setting are created... because it allows the children to move freely inside the book's environment, i.e. they can explore it non-sequentially and create different descriptions of the same settings.

## **En1 Speaking and Listening**

By using *Stig* as a group activity you can develop the skills outlined in Group Discussion and Interaction (Sections 3 and 10).

Like many text-based adventures, *Stig* requires the players to consider the use of language to get the program to react the way they want; the very construction of the inputs is a problem-solving exercise in itself, and children can be encouraged to contribute ideas and possibilities. Because the program is a 'safe environment' they do not get told off for trying things that do not work, though they can get into trouble for making the wrong decisions within the context of the simulation, e.g. bringing *Stig* home to Grandma, or lowering the cart from the tree.

Beyond that, there is the group problem-solving activity that can be generated by the actual challenges set. If you decide you need to make a fire in *Stig*'s cave, what do you need to accomplish that, and how will

you get those things? *Stig*, like many learning activities, gains much from being a group activity, and it will certainly fulfil the need to talk effectively as members of a group as well as considering alternatives and anticipating consequences.

You could also use *Stig* (the book and the software) as the basis for Drama activities (*Sections 4 and 11*). This lends itself well to small group work dealing with just three characters - Barney, Stig and Gran - and the tensions between them. Here are some ideas:

*Barney has to explain to Gran what he has been doing all day when he was with Stig.* This explores ideas of telling the truth, dealing with adults, the gulf between fact and fantasy and the way adults react to children's fantasies.

*Barney has to communicate with Stig.* Lots of potential here: looking at sign language, what words would you try to teach first? Give Stig the power of speech but no understanding of the modern world - how would Barney explain television, refrigerators, etc.?

*Barney introduces Stig to Gran and has to translate his grunts into language.*

## **Other Areas**

Stig was always designed to be cross-curricular so you can hit a lot more targets with it. Certainly it can be applied to *Maths in Shape and Space*, as children can be encouraged to create their own map of the *Stig* environment. This also applies to *Section 2 of Geography; Developing Geographical Skills*. *Stig* fits into the I.C.T. simulation section quite well, though it is a matter of judgement. In the 'What if' aims it allows them, for instance, to think about what might happen if Gran met Stig - and they can actually try it out. This is not really modelling in the I.C.T. sense of the word, but it is certainly using a computer to explore possibilities.

## Troubleshooting

**T**his section may just get you out of trouble without having to ring us. If you do need to call, please bear in mind that telephone customer support is only available from 9.30 to 13.00 work days. You can fax or email us at any time. Please be sure to describe the problem as fully as possible and to give your contact address/fax number.

### WINDOWS

#### **The Screen display looks scrambled or shifted to the right**

If your computer is set to 'large fonts', the *Stig* screen may look scrambled - change back to 'small' fonts in display properties.

#### **I get a 'File not found' error when I try to save a game**

In some circumstances, if the configured save path has a space in it, the program may crash with a 'file not found' error. Change the save game path in Options to a path containing no spaces and the program will run fine.

### APPLE MACINTOSH

*Stig* uses Apple's *QuickTime* <sup>TM</sup> to play the *Flash* <sup>TM</sup> animations, some of which are fairly complicated. If the **program won't run**, you may need to install a more up-to-date version. Double-click on the *QuickTime Installer* icon in the *QuickTime* folder on the *Stig* CD, and follow the instructions.

Older machines may **respond slowly** when playing complex animations. Running the program without sound may improve performance.

*Stig* will run on a **network** provided that the 'Save folder' can be written to.

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