

MAKE IT HAPPEN

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These programs were designed for Windows 95 and 98. Most of the activities will run on Windows 2000. They do not run on Windows XP.

Overview

Make it Happen is a series of discs designed to develop switch control and early cognitive skills. The series is aimed primarily at special schools, but young children may also find the discs useful as a first introduction to the computer. We have tried to use graphics that are colourful and attractive.

The first section of this booklet describes the general points about the program, and then there is a description of each disc describing the educational content of the activities and how they encourage progression.

Pages and Books

The files used by Make it Happen are called pages and books. A page is a single activity (although this can be quite long if the circumstances require). A book is simply a collection of pages linked together.

Using Pages

To run a single Make it Happen page, select Open Page from the File menu. This will produce the standard file open dialogue box and you will see folders containing the activities within each disc. Double click on the folder you require, and then select the particular activity you wish to run.

If you want to restart a page you can click on Restart Page under the File menu.

Using Books

A book is selected in exactly the same way as a page but you select Open Book from the File menu.

Input

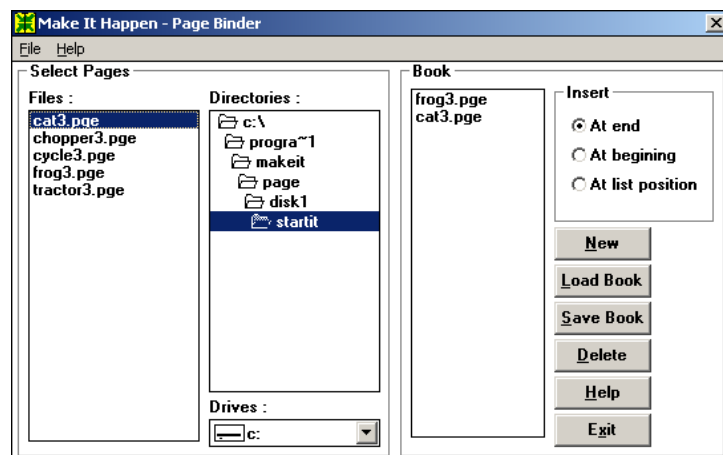
The program will work with switches attached to the computer via the keyboard, the mouse port or one of the serial ports. To use either a keyboard or mouse button control, simply select that input method from the Input menu item.

If you are using switches connected to the computer via a serial port you must be sure that the program knows which serial port you are using. To do this from the Input menu first select Widgit Switches. Then, from the Input menu item, select Set Port. A dialogue box will appear that will allow you to select the port to which your switch box is attached.

If you always use the same device there will only be a need to do this once. The program will remember these settings for subsequent use. You can also have different ports for overlay keyboard and switch devices so that you can leave both connected all the time. Once these are set up the program will automatically use the correct ports when the device is selected from the input menu.

Making your own Books

You can put pages together in your own order using the utility program Page Binder. Double click on the icon and you will see the following dialogue box.



Selecting Pages

On the left you will be able to move around and browse through pages in a similar way to the standard File Open dialogue box. As you open the directories any available pages will be shown in the list box.

To select a page click on it and it will be transferred to the list box on the right. By default the page will be added at the end of the list. If you want to put in a page at the beginning of the block then make sure that **At Beginning** is selected at the top right. To insert a page anywhere else click first to set **At list position**. When this is set any page selected will go after which-ever page is highlighted in the page list. Just click any page in the book window to highlight it.

Deleting Pages

To delete a page in a book, simply highlight the page you wish to remove and click on the **Delete** button.

Saving a Book

Click on **Save Book** from the File menu (or simply click on the Save button). This will enable the book to be saved in the usual way. In Make it Happen the default location for books will be in c:\makeit\book.

You may wish to create your own directories (using Windows File Manager) so that you can file books according to own needs.

Loading a Book

You can load a book for editing either by using **Open Book** from the File menu, or by clicking on the **Load** button.

Make it Happen 1.

Details of the Activities and Curriculum Use

The purpose of disc 1 is to give visual stimulation, to introduce very simple cause and effect actions caused by pressing a switch and to encourage attention and anticipation skills.

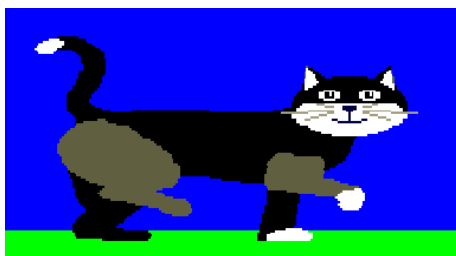
There are six folders of activities each with a different purpose. The images have been chosen to appeal to a range of learners. Some images have a simple coloured background and others against a slightly more complex image. Sounds can accompany each of the activities, which will normally help to encourage attention. This variety may help you to find out what each student can understand and follow, as well as finding out what interests them. The option will also give you the chance to build progressively more complex activities.

Pages

The pages on this disc are arranged in folders within the pages folder. Each folder contains activities that have a separate purpose.

Watchit

In these pages a character moves over the screen, animating as it goes. The characters are a cat, frog, and Blob on a unicycle, in a tractor or in a helicopter. At various random points the character will stop and do something different. You can have sounds while the character or object moves (make sure the Movement Sound is switched on) and sound to accompany the extra action moves (make sure Action Sound is switched on).



The purpose of these files is to give visual stimulation and to try to get attention on the screen. There are on switch presses required. Some of the animations are bolder than others, and some are noisier so you will be able to grade the activities according to those that appeal to your students. You will need to judge which pages to use, and how long to continue an activity. You can use the program to build your own sequence of pages and arrange to repeat pages if you wish, as described in the main booklet.

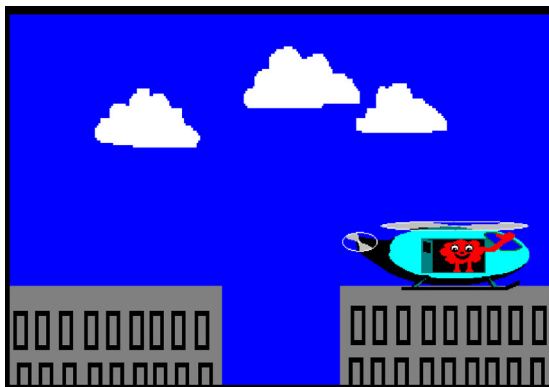
The random actions are designed to help attract and maintain attention.

Watchit 2

In this set of pages the actions occur at set positions. This is designed to encourage visual tracking across the screen and for the learner to anticipate these actions. They use the same images and sounds as in Watchit 1.

Startit

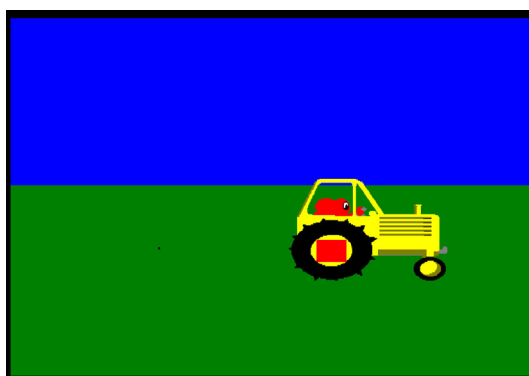
Once the learner can track and anticipate the movement and actions of the characters, they may be able to use switch to start the movement and action sequence. The student must hit the switch to make the activity progress in the stages that they have watched in Watchit 2.



The student here should be encouraged to anticipate the sequence of events and to wait to press the switch at the required time. When students first use a switch they may grasp the fact that the switch is making the actions on the screen, but may not understand the nature of the link. This activity is to help them to understand the one to one correspondence between switch press and action sequence.

Anytime

Anytime takes the switch/action relationship further. In this set of activities the student can make the extra animation occur whenever they like. Successful use of this set of activities relies on helping the student to look at the screen and to press the switch deliberately. You may need to watch to see if there is any reaction from the student to make sure that they are not just hitting the switch aimlessly.



For some students **Anytime** might more naturally come before **Startit** since there is no timing involved.

Buildit

This is a set of picture building sequences which can be started off with a single press, or which need presses at intervals to make the build-up continue. The first type are in a sub-folder called Single. An incomplete picture appears and a single press will cause the complete sequence to occur. This can be used for developing visual attention, and cause and effect understanding. It is also useful to be able to see these

complete sequences before the student is asked to cause the progression themselves. (the s_ in front of the file name is to remind you that this is a single press exercise).



In multiple, a number of switch presses are needed to cause the progression and there is an extra reward sound at the end. Again, as in Startit, this will help to build skills of anticipation, and the student should be encouraged to wait until one section is complete before pressing for the next action. (An m_ in front of the file name is to remind you that this is a multiple press exercise).

Surprise

There are three jack-in-a-box activities in this folder. Each requires a press to open a lid, and a second press to make the object jump out. These activities are also designed to help to develop visual attention and simple cause and effect understanding.

A very small amount of the object is visible inside the box after the first press when the lid is opened, which may make these activities useful again at a much later stage, when the student could try to guess which one was about to jump out – particularly if three pages are linked randomly in a book.



Books

There are a number of books where pages have been linked together. On this disc we have simply provided books which link together all the pages in each of the separate page folders. So, for example, there is a book called Watchit1 (file name

watchit1.bok). All the books are similarly named to reflect the name of the page folder from which they come.

It is easy to make your own books as described in the manual, and you can link any pages together – they do not have to be from the same folder, or even from the same disc in the Make it Happen series.

When using a book, pages may be played once in sequence, or you may select Cycle Pages from the Book options menu, which allow you to repeat any page activity several times until the student is ready to move onto another one. For example you may make a book of the cat from Watchit2 and Startit. The student could watch the sequence a number of times until you felt that they were anticipating the action. You can then move on (by pressing CTRL T) without disturbing concentration, to allow the student to ‘make it happen’ with their switch.

If the student is distracted by the menu bar on the screen, don’t forget that it can be switched on and off by pressing F3. also you can adjust the position of the image on the monitor with the vertical shift control to remove the title bar from the visible area.

Make it Happen 2

Details of the Activities and Curriculum Use

The purpose of disk 2 is to develop awareness of switch and screen links, to begin the development of switch control – understanding when a switch should and should not be pressed. The exercises also give practice in visual tracking and introduces a wider range of images for language purposes. There are several levels to the activities that will make them of value for a number of teaching programmes, and to accommodate fine difference between individual capabilities.

Each disk in the series contains activities and graphic images that will appear in earlier or later discs. This is intended to give a feeling of familiarity and continuity as well as allowing progression. It also means that there are no sudden jumps between disks, and each disk can accommodate a range of skill levels.

The disk is organised such that the activities, which are called pages, are arranged in folders with pages of similar activities but with a variety of sounds and graphic images. These pages are also more usually used in book format, which will give the learner access to the range of images for each activity. Other books may be created for different purposes.

The description of each book, or set of pages is given below, with the intended educational objectives it may support. After that a list of books is given in order of skill development, as a guide to identifying progression.

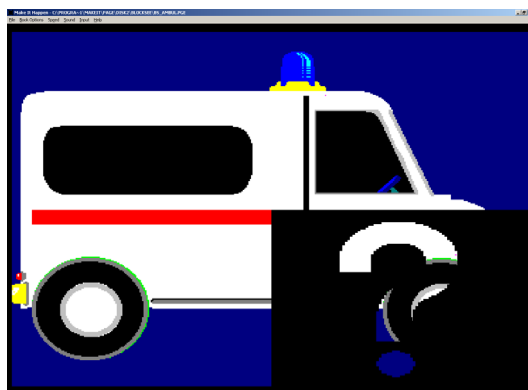
Block0

This is a set of six pictures: ambulance, boat, car, cat, dog and snake. When the activity starts there are four large question marks on display. Each key press uncovers

a quarter of the picture. This requires the student to press to achieve a sequence with a final result. This is an opportunity for language work and communication, as well as to encourage anticipation.

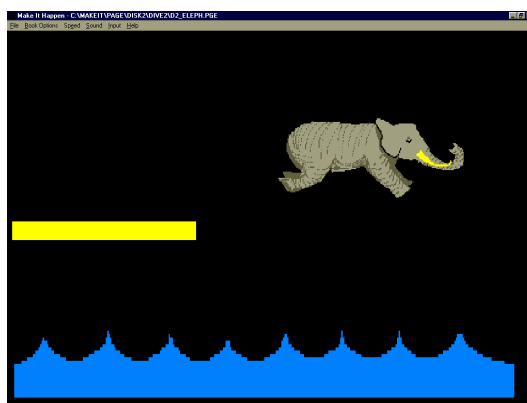
Blocksee

This is very similar to Block0, using the same pictures, but there is a visual clue to start with. The question marks are transparent and show fragments of the picture behind. Use this as a guessing game, can the learner identify the object, will he/she show any preferences between different pictures, and therefore uncover some more enthusiastically?



Dive 1

There are three characters that are going swimming: bear, frog and Ellie. This requires two switch presses. One to make the character walk along the diving board and the second to make him jump. This is an advance on the basic Startit type activities, in that there is an appropriate time to press the switch that has a clear visual and language reference point. Aspects to observe: does the learner enjoy these still pictures, and is there any anticipation of the splash?

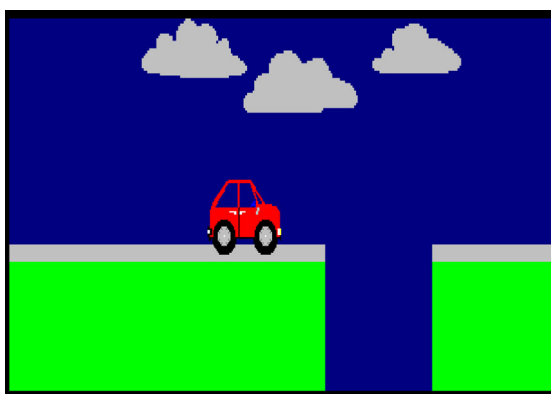


Dive 2

Dive 2 is very similar in appearance to Dive1 except that its aim is to discourage continuous switch pressing. The aim is to only press the switch twice. If the switch is pressed after the character has started to jump, it will stop mid air for a few seconds before continuing. A rapid switch presser will take a long time to get the splash.

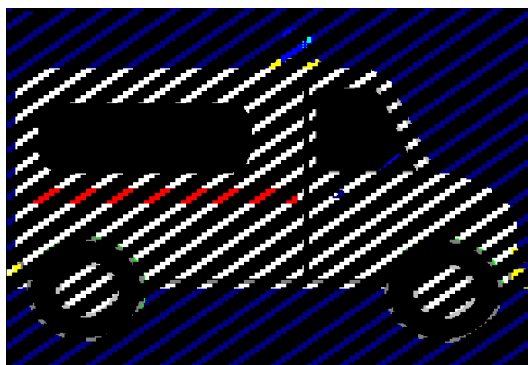
Jump0

Jump0 aims to encourage a direct understanding between pressing a switch and an action. A car drives along a road, which has a big ravine in it. If the switch is pressed before it gets to the hole it will jump over, and there will be a rewarding animation, otherwise it will fall into the hole. This has an attractive noise, and it is intended that the learner may explore both possibilities. A learner who has some understanding of language may be encouraged to demonstrate this by alternately allowing it to fall down the hole or jump.



Reveal0, Reveal1 and Reveal2

This and the following two activities are similar to the block sets but the whole of a picture is gradually revealed by uncovering areas across the picture, there is also a rewarding sound at the end. Each of these gives the chance for language work, guessing etc. Printouts of each picture that the learner can indicate or eye point to, may be useful.



Tree1

A series of characters: cat, caterpillar, elephant, frog, kangaroo and tortoise hide behind a tree. They are just peeping out. In Tree1 a single switch press will make the character come out and move across the screen. Simple direct Startit type of action with switch/action link, and then visual tracking. Each animal has a different animation and sound to stimulate language as preferences.



Tree2_s and Tree2_q

Tree2 is similar to Tree1 but introduces an aspect of pressing a switch at a particular time. The character is completely hidden but after a short time creeps out a little way. If the switch is pressed when he/she is visible the character will come right out as in Tree1, otherwise they will go back behind the tree. A switch press made at the wrong time when the character is hiding produces a dull beep noise. There is no penalty for pressing the switch again when the character is moving.

The difference between Tree2_q and Tree2_s is that q stands for quick and the character pops out quite quickly. This may be too fast for some pupils who have difficulty pressing a switch and Tree2_s is slower with more response time.

Tree3_s and Tree3_q

These exercises are very similar to those above, but the tree is in the centre of the screen and the character may pop out either side. A more visually challenging option. Can the learner transfer attention from one side of the screen to the other?

Activities in general order of difficulty

- Tree1** Press a switch to see each action, similar to Startit in disk one, but With more images.
- Diving0** Press to start, and press again to make the character dive. Anticipation and two consecutive switch actions.
- Block0** Four switch presses to uncover a large image.
- Block1** As Block0, but there is a visual clue, can the learner guess who is hiding?
- Reveal0** Gradually reveal an object through a series of four screens that partially cover the image.
- Reveal1** Start by seeing a bit of the image, but with visual distraction.
- Reveal2** See a bit through spy holes.

- Jump0** Press the switch while the car is driving along the road to make it jump over the hole, not pressing makes it fall down.
- Diving1** Two press action to dive as above, but the diver stops for a short while if the switch is pressed at the wrong time, when the character is diving.
- Tree2** Press the switch at the right time when the character appears, pressing while it is hiding delays the action. No penalty for subsequent pressing at the wrong time.
- Tree3** As Tree2 but the character can appear either side. Visual attention and tracking.

Make it Happen 3

Details of the Activities and Curriculum Use

The purpose behind disk 3 of the Make it Happen set is to continue to develop switch control. Its main feature is the introduction of a second switch. This can either be for two people to play together – e.g. teacher and pupil, or to learn to use two different switches. In either case there is no time penalty or precise action necessary at this level. The disk is intended to provide a cognitive step forward rather than physical skill development. As well as some familiar ones to increase the language opportunities.

Each disk in the series contains activities and graphic images that will appear in earlier or later disks. This is intended to give a feeling of familiarity and continuity as well as allowing progression. It also means that there is no sudden jump between disks, and each disk can accommodate a range of skill levels.

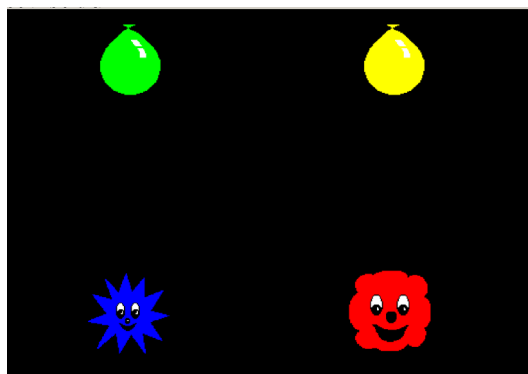
The disk is organised such that the activities, which are called pages, are arranged in folders with pages of similar activities but with a variety of sounds and graphic images. These pages are also, more usually, used in book format, which will give the learner access to the range of images for each activity. Other books may be created for different purposes.

The description of each book, or set of pages is given below, with the intended educational objectives it may support. After that a list of books is given in order of skill development, as a guide to identifying progression.

Ball_sw1

Blob and Spikey each have a balloon hung above them. They take it in turns to jump. It takes three presses for each of them to reach the top. A pointing hand appears on the first screen indicating who is going to jump next. The one who gets top the top

first bursts his balloon. Key questions: can the learner transfer attention between each character and follow who is going to win?



Ballall_s2 and Ballwin_s2

Blob and Spikey are each controlled by a different switch. This means that either two people can play together, taking turns, or that a pupil can start to try to use two different switches. In Ballall both characters must reach the top and burst the balloon. In Ballwin only the one who gets to the top first can burst the balloon. Question, does this activity lead to a sense of playing a game, or anticipation?

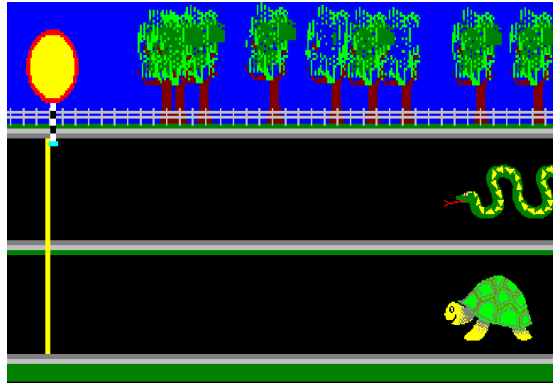
Outabout

Outabout is built on an earlier Widgit program in Where's Blob. There are five places that Blob can visit: the circus, a field on the farm, the park, the seaside and a street. In this activity there are two characters on the screen, each of which is controlled by a different switch. One switch controls Blob, who has to cross the screen to move on to the next place. Another character or object is moving across the screen all the time that Blob is still, but when the second switch is pressed it stops and animates, with an accompanying sound. The purpose is to understand that each switch has an entirely different function, one to progress and one to select something to happen. This will eventually be the language in using selection device on a computer.



Race_Ir1, Race_Ir2, Race_rL1 and Race_rL2

Race is a variation on the balloon activity. It has increased language opportunities and provides a chance for competition and guessing. Two characters race against each other in a park. Which one will be the winner? This will depend on who presses the most switches, there are also handicaps in this game because some animals move further for a single press than another.



Twojig

This is a straightforward development from Blocks in disk2. There are two pictures on the screen each picture however is controlled by a different switch. In all these activities, a single switch user may control one switch and a partner control the other, giving a co-operation, interactive game.

The levels of difficulty of the activities on the disk depend on the way that the teacher handles the experience, the language opportunities given and the extent to which the learner is able to be in control. There is, therefore, not an obvious progression between each exercise in the way that there is on disk 2.