

ON THE FARM



TEACHER NOTES

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About On The Farm

1

On the Farm is an educational CD-ROM from The Livestock and Meat Commission for Northern Ireland (funded by the European Community). It is designed to support the Northern Ireland Key Stage 2 Curriculum. **On The Farm** makes learning about beef farming and food- and hygiene-related matters both fun and challenging in an ICT context.

The program contains more than one hour of sound, video and animation. There are interactive objects and panoramas to explore. It also includes puzzles with over two hours of game play and a facility to save work done.

On the Farm is suitable for both Key Stage 2 topic work and as a complementary resource for occasional study. It provides opportunities for thinking, learning, language, interpersonal and ICT skills development in curriculum areas of The World About US (Geography, Science and Technology), English and Mathematics and in the cross-curricular themes of Health Education and EMU and Cultural Heritage (CH).

Computer Requirements

1

To run **On The Farm**, you will need either a Macintosh or a PC computer with the following minimum requirements:

Windows operating system (95/98/2000) or OS 7.5 or later on Mac

16MB RAM (32MB or more recommended)

4 x speed CD-ROM drive (12 x speed or more recommended)

640 x 480 or more monitor display set to thousands of colours

External amplified speakers (or headphones)

QuickTime 3 or later installed*

*If QuickTime 3 or later is not already installed on your computer, locate the QUICKTIME folder on the CD-ROM, doubleclick the appropriate installer (for Windows or Mac) and follow the step-by-step instructions that appear.

Copyright & Contacts

1

Information content © Livestock and Meat Commission for Northern Ireland 2000

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Teaching Strategies

2

On The Farm is suitable for both Key Stage 2 Geography topic work and as a complementary resource for occasional study throughout the curriculum. Topics can be usefully explored in any order or in isolation.

Because of its intuitive interface, minimal teacher supervision is required. It can be used by a single pupil but is ideally suited to paired or small-group work (taking turns to solve puzzles or to control the mouse and keyboard). All videos in the **Learn About** section are sur-titled (use the TEXT button to access/hide sur-titles) and the sound can be switched on or off. This can be particularly effective in shared or paired reading exercises with mixed-ability groups. It also makes **On The Farm** very suitable for use with hearing impaired children.

Because it is designed for use throughout Key Stage 2, teachers may wish to be selective in the sections they use with individual pupils.

Progress through the program is saved. Pupil's can resume their work at any time with a record of what has been completed. (Individual progress files are saved to the computer's harddisk in a folder called **OnTheFarm**, created the first time **On The Farm** runs.)

Printouts of voiceover texts can be made from the CD-ROM to support weak readers and to create printed comprehension and cloze passages. (On printing voiceover texts, see **Support Materials** below.) Further teaching strategies are suggested under the **Extension Activities** heading throughout this booklet.

Support Materials

2

Support materials for the **On The Farm** program can be found on the CD-ROM in the TEACHER folder. Doubleclick on them to open them. They include:

- the TEACHER NOTES, in case you lose the print copy that came with the CD-ROM (the file is called TEACHER_NOTES);
- the complete text of all the video voiceovers (the file is called VOICEOVERS).

Depending on how you intend to use the program, you may wish to print and photocopy selected voiceover texts in advance for classroom distribution.

To open and print the TEACHER-folder files, Adobe Acrobat Reader must be installed on your computer. If it is not already installed on your machine, install it from the ACROBAT folder on the CD-ROM. Versions for Mac and PC are included. Install by doubleclicking the appropriate version and following the step-by-step instructions that appear.

This table shows where **On The Farm** topics and puzzles fit most strongly within the Northern Ireland Programmes of Study at Key Stage 2.

CURRICULUM AREAS TOPICS & PUZZLES IN ON THE FARM	GEOGRAPHY				SCI	ENGLISH		MATHS			THEMES			
	SKILLS	WEATHER	PEOPLE	ENVIRONMENT	LIVING THINGS	TALKING & LISTENING	READING	MEASURES	SHAPE & SPACE	HANDLING DATA	ICT	HE	CH	EMU
RUN THE FARM														
Get up 1				●				●						
Get up 2	●													
Look around 1	●	●												
Look around 2	●					●	●							
Look around 3	●					●	●							
What is it? 1					●	●	●							
What is it? 2					●									
Caring for cattle	●		●		●				●		●			
The land			●	●		●	●		●		●			
Barley				●	●	●	●							
The world	●		●			●	●			●	●			●
Making food						●	●							
LEARN ABOUT														
Raising cattle			●	●	●	●	●				●		●	●
Caring for cattle		●			●	●	●				●			
Safety on the farm				●	●	●	●				●	●	●	
Caring for the land			●	●	●	●	●				●			
Farm equipment			●			●	●		●		●			
Beef production			●		●	●	●		●		●	●	●	
The burger story			●		●	●	●				●	●		

KEY: ICT = Information & Communication Technology; HE = Health Education; CH = Cultural Heritage; EMU = Education for Mutual Understanding.

On The Farm provides useful background information for school visits to open farms and countryside centres. (For information on arranging visits, visit the LMC website at www.lmni.com.)

Many of the suggested extension activities in this booklet underline opportunities in Creative and Expressive areas of study (Drama, Art and Design).

Starting On The Farm

4

1. Disable screensavers and quit other programs to run **On The Farm** at its best.
 2. Insert the **On The Farm** CD-ROM into the CD-ROM drive.
 3. Doubleclick PC_START (for PC computers) or MAC_START (for Mac computers).
- When the animation begins either wait or click to get this screen:



Choose **QUIT** to leave the program. Before you leave, the production credits play.

LEARN ABOUT brings you to the video library where you can choose a topic and then explore a range of related video clips and interactive objects and panoramas.

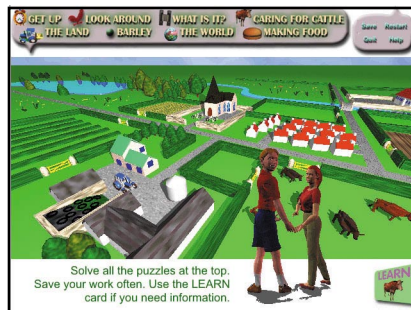
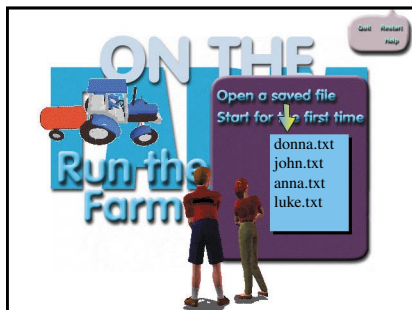
RUN THE FARM is the interactive puzzle section. To enter it you must first select whether you wish to:

START FOR THE FIRST TIME...



RUN THE FARM puzzles are accessed by clicking the titles at the top of the screen and clicking **NEXT** in sections with more than one puzzle.

...or **OPEN A SAVED FILE**



RUN THE FARM contains a series of puzzle sections related to cattle farming, the farm environment, world meat consumption and types of beef cuts.

When a section is successfully completed, an icon appears against its title in the top menu bar.

LEARN Use the LEARN button in any section to link to a series of videos with related background or additional information. In some instances, the information contained in the video can help in solving the puzzle .

NEXT The GET UP, LOOK AROUND and WHAT IS IT? sections contain more than one puzzle. Click the NEXT button to go to the next puzzle. Puzzles must be successfully completed before the NEXT button appears in these sections.

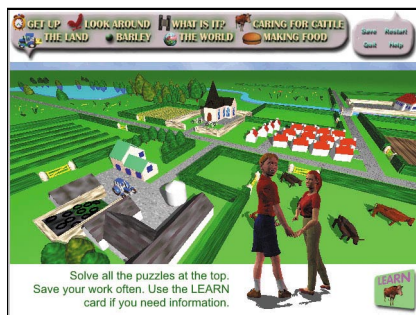
SAVE Click SAVE to save a record of puzzles completed.

RESTART Click RESTART to return to opening screen with the RUN THE FARM and LEARN ABOUT options.

QUIT Click the QUIT button to run the production credits (the credits play in a loop). Choose whether to quit the program finally or to resume.

HELP Moving the cursor over the HELP button makes this help message appear: “Solve all the puzzles at the top. Save your work often. Use the LEARN card if you need information.”

Access the puzzles menu bar at any time by moving the cursor into the upper-left part of the screen. The puzzle titles appear immediately. Click on a title to go there.



Resources and extension activities

One puzzle section, “The World”, requires pupils to have access to an atlas. The LEARN section contains a video, “Meat in the World”, ending with an alphabetical list of countries and their location but the use of an atlas is recommended. All other puzzles can be successfully completed without additional resources. (See LEARN above.)

Some extension activities may require printed video-voiceover texts for pupil use. See SUPPORT MATERIALS, page 4, on printing voiceover texts from the On The Farm CD-ROM.

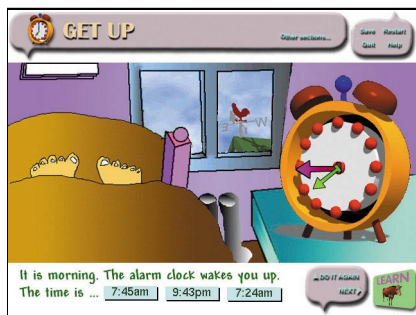
Outline

Complete the sentence by clicking the time shown on the clock. A new time appears (ranging from 5am to 9am) each time the puzzle is done.

Learning outcomes

Pupils will be able to:

- Recognise times on an analogue clock. (MATHS.)
- Infer that working on a farm involves early morning rises. (GEOG.)



Resources

- Link to the LEARN videos for background and additional information.

Extension activities

- Repeat the puzzle several times and convert all clock times shown to the 24-hour clock. Note that clock times are generated randomly every time the puzzle is repeated.

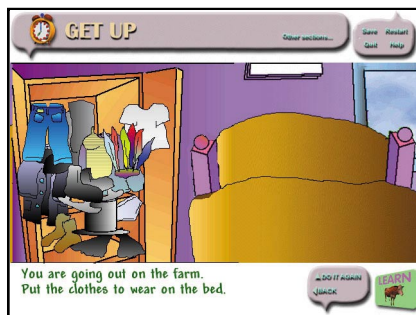
Outline

Select clothes appropriate for a day on the farm.

Learning outcomes

Pupils will be able to:

- Select clothes appropriate for a day on the farm. (GEOG.)



Resources

- [Link to the LEARN videos for background and additional information.](#)

Extension activities

- Use this puzzle as a trigger for planning a farm visit and to discuss what children should wear. See, also, the LEARN video 'Hygiene' on choosing suitable footwear and on washing practice. (GEOG, SCIENCE, EMU.)

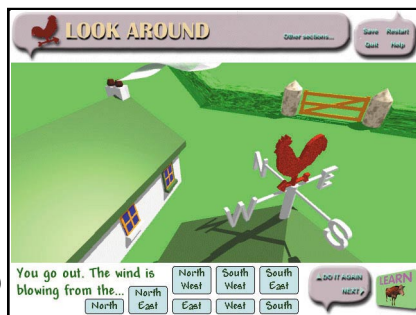
Outline

Interpret the picture to give the wind direction. The direction randomly changes to a new cardinal compass points every time the puzzle is repeated.

Learning outcomes

Pupils will be able to:

- Use the eight points of a compass. (GEOG.)
- Infer wind direction from a smoke trail. (GEOG.)



Resources

- Link to the LEARN videos for background and additional information.

Extension activities

- Use simple weather instruments to observe and measure wind direction outdoors. Then design, make and test a simple anemometer to measure wind speed. (SCIENCE.)
- Program Roamer to travel along a given path based on cardinal point directions. (GEOG, MATHS.)
- Measure daily wind direction and record the results on a Wind Rose. Observe wind patterns over a period of time. (SCIENCE, GEOG.)

Outline

Drag the labels to the appropriate parts of the picture. The meaning of new words ('silage', 'silo', 'barley') can be found in the LEARN section videos.

Learning outcomes

Pupils will be able to:

- Identify features on a simple picture map. (GEOG.)
- Use maps in a variety of forms (GEOG.)
- Expand their range of appropriate vocabulary. (ENGLISH.)



Resources

- Link to the LEARN videos for background and additional information.

Extension activities

- You are visiting the farm in the puzzle picture for a few days. Write a postcard to a friend describing what the area is like and what there is to do. (ENGLISH.)

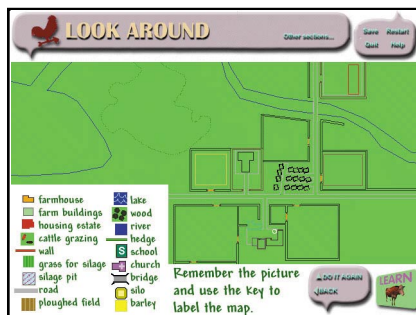
Outline

Use a key to construct an aerial map of the landscape seen in the previous puzzle (LOOK AROUND 2).

Learning outcomes

Pupils will be able to:

- Identify features on a map using a simple key. (GEOG.)
- Translate between simple maps. (GEOG.)
- Expand their range of appropriate vocabulary. (ENGLISH.)



Resources

- [Link to the LEARN videos for background and additional information.](#)

Extension activities

- Make a map of the playground and devise a simple features key. Use the map to build a simple model of the area. (GEOG, ART.)
- Put selected items on a table and draw them from a 'bird's-eye view'. Alternatively, identify a range of familiar items shown in a bird's-eye view. (ART.)

Outline

Classify a series of pictures .

Learning outcomes

Pupils will be able to:

- Develop skills in classifying living things. (SCIENCE.)



Resources

- Link to the LEARN videos for background and additional information.

Extension activities

- Choose a range of animals from the puzzle and produce a factfile on each. (SCIENCE.)
- Divide the class into two teams. Each team makes a list of 5 animals. Taking each animal in turn, the other team is allowed 20 questions to discover its name. The team with the greater number of correct scores wins. (SCIENCE.)
- Invite a visitor or local parent to the school to show and talk about an unusual animal. (SCIENCE.)

Outline

Identify appropriate habitats for a range of animals by dragging them to appropriate parts of the picture.

Learning outcomes

Pupils will be able to:

- Link animals to their countryside habitats. (SCIENCE.)



Resources

- Link to the LEARN videos for background and additional information.

Extension activities

- Find out the names of places (natural and man-made) where animals live. (SCIENCE, ENGLISH.)
- Investigate the range of birds that can be spotted in your park or countryside area. Make detailed sketches of some. (SCIENCE, ART)
- Have a debate on fox hunting, ensuring both sides of the argument are presented. (ENGLISH)

Outline

In this farm simulation, change the straw in the cattle sheds. Use the gates and spare pen to manage the cattle, before delivering the straw with the tractor.

Learning outcomes

Pupils will be able to:

- Learn about where cattle live and caring for their comfort. (GEOG, SCIENCE.)
- Use simple directional controls (up, down, left, right) to control a simulated farm environment. (MATHS, ICT.)
- Extend understanding of movement and turning. (MATHS).



Resources

- Link to the LEARN videos for background and additional information.

Extension activities

- From the puzzle picture, build a model of the farmyard and cattle houses shown. Make detachable roofs for the cattle houses. (ART.)

Outline

Make silage in this simulation. Use the cutter, then the harvester. Use the trailer to fill the silage pit. Compress the silage with the tractor and put a cover and tyres over it.

Learning outcomes

Pupils will be able to:

- Use simple directional controls (up, down, left, right) to purposefully employ a variety of machines in a simulated farm environment. (GEOG, ICT.)
- Extend understanding of movement and turning. (GEOG.)
- Understand the processes involved in making silage. (GEOG.)
- Expand their range of appropriate vocabulary. (English.)



Resources

- Look at the 'Silage' video in the LEARN section for helpful information.

Extension activities

- Identify and make a list of industries in your local area. Devise a simple questionnaire and interview a range of people to determine what percentage of the local population works in each industry. (GEOG, MATHS.)

Outline

Complete captions in a photo-story about barley.

Learning outcomes

Pupils will be able to:

- Read and understand a photo-story (ENGLISH).
- Complete a simple sentence by filling in gaps (ENGLISH)
- Recognize barley crops in the countryside (GEOG)
- Understand the reason for, and processes involved in, growing barley (GEOG, SCIENCE)
- Expand their range of appropriate vocabulary (English).



Resources

- The LEARN video 'Barley and straw' has the information required to do the puzzle.

Extension activities

- Make a flow chart of a familiar activity using words and pictures, similar to the idea of the 'Barley' story.
- Sequence an activity from a jumbled set of pictures and captions.

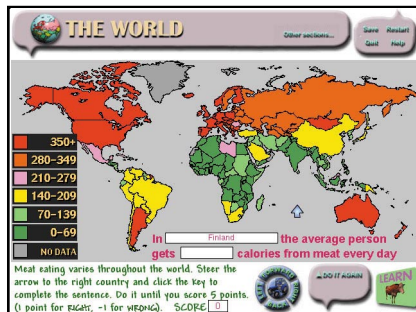
Outline

Drive a pointer to the country named and interpret a map key to complete a sentence. The exercise must be repeated several times to complete the puzzle.

Learning outcomes

Pupils will be able to:

- Use the contents and index of an atlas to locate countries. (GEOG.)
- Use simple directional controls (up, down, left, right) to label a map. (GEOG, ICT.)
- Understand a key describing differences in meat consumption worldwide using real data. (GEOG, MATHS.)
- Appreciate differences in food consumption and diet between people in developed and developing countries. (GEOG, EMU.)
- Complete a simple sentence by filling in gaps. (ENGLISH.)



Resources

- The LEARN video 'Meat in the World' has background & additional information.
- Atlas (to locate countries on the screen map).

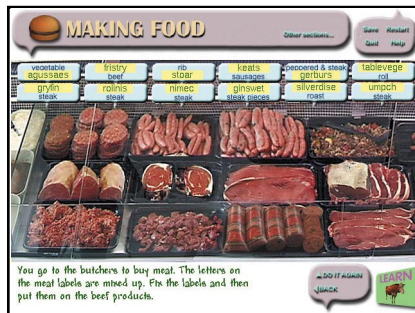
Extension activities

- Recognise general patterns in the data between developed and developing countries. (MATHS, GEOG, EMU.)
- Use the map and the LEARN video 'Meat in the World' to make a list of 5 developed and 5 developing countries. Find the average number of meat calories eaten in each country per person per day. Use this data to construct a colour-coded bar chart. (MATHS, GEOG, EMU.)
- Make a poster linking food labels found in your kitchen cupboard to the country of product origin. (ART, GEOG, EMU.)

Unscramble the jumbled letters on the meat labels. Then label the beef products in the butcher's display counter.

Pupils will be able to:

- Expand their range of appropriate vocabulary (ENGLISH.)
- Solve a problem by the purposeful exploration of a video text. (ENGLISH.)



- Link to the LEARN videos for background and additional information. ‘The butcher’s shop’ video describes all the meat cuts illustrated in the puzzle.

- Your favourite pop star is coming to dinner. Create a menu with at least one beef dish.
- Invent and name a new fast-food burger. Write a one-minute radio ad to promote it. (ENGLISH)
- Find a recipe for a meal prepared using a beef product on the 'Making Food' screen. Construct a flow chart in words and pictures showing how to make the recipe.

The LEARN ABOUT section contains video texts, interactive objects and interactive panoramas organised under topic headings.

Click on a topic heading to go to that section.



Drag video and object icons into the player beneath the TV to run them.

Click the **READ** button to switch the subtitles on and off.

You must **EJECT** a video or object before playing another (the way real VCRs work).

Use the controllers that appear on videos, objects and panoramas.



Zoom objects and panoramas.

Make objects scrollable.

Click and drag on objects and panoramas to rotate them.

Click and drag the bar that appears to control sound.



Click to Play and again to Pause videos.

Drag to jump anywhere.

Click to move backwards and forwards one frame at a time.



QUIT Click the QUIT button to run the production credits (the credits play in a loop). Choose whether to quit the program finally or to resume.

RESTART Click RESTART to return to the opening screen with the RUN THE FARM and LEARN ABOUT options.

BACK Click BACK to return to the topics menu screen. (Note that, if LEARN ABOUT was entered via a puzzle, the BACK button takes you back to that puzzle.)

HELP Moving the cursor over the HELP button makes this help message appear: “Drag the video or object into the VCR. Click the READ button for the subtitles.”

Resources

On The Farm contains the text of all the video voiceovers in printable form for use in extension activities related to the LEARN ABOUT videos. See the section Support Materials (p.2) for information on how to access these texts.

Extension activities

- Use printed voiceover texts to prepare lists of literal and interpretive comprehension questions about selected passages.
- For weak readers, provide printed voiceover texts to use with sur-titled videos.
- View a video and complete a cloze exercise based on selected passages from the printed voiceover text. Pupils can review the video and self-mark their work.
- Describe a balanced diet suitable for cattle and one suitable for you on an average day. (Caring for cattle: ‘Feeding the cattle’, ‘Mixing feed’; The burger story: ‘Food groups’.)

Further suggestions for extension activities relating to individual videos or particular topic sections can be found at the end of the descriptions of topic sections that follow.

Outline

6 videos

Learning outcomes

Pupils will be able to:

- Understand the importance of farming for food and jobs and what the farmers job entails in 'Why farms matter' and 'Quality farms'. (GEOG, EMU, CH.)
- Learn about food chains and food webs in 'The food chain' (SCIENCE).
- Learn that regional differences affect cattle farming and meat consumption throughout the world in 'Meat in the world'. (GEOG, EMU.)
- Learn the names of different cattle breeds found locally in "Balmoral Show". (SCIENCE, ENGLISH.)
- Learn about Northern Ireland's yearly agricultural show in 'Balmoral Show'. (CH.)



Why farms matter
Quality farms
The food chain
Meat in the world
Balmoral Show
Open Farms

Extension activities

- List advantages and disadvantages of living in the countryside and those for living in the town. Then, wearing appropriate hats, enact a scene where a country dweller and a town dweller argue that their lifestyle is better. (Raising cattle: 'Why farms matter'.)
- 'Farming is a good thing.' Debate.
- Write a letter applying for a job as a farm inspector. Use a printed copy of the Raising Cattle: 'Quality farms' voiceover to help. (On printing voiceovers, see Support Materials, p.2.)
- Compare and contrast a food chain that can be observed in the town and one in the countryside. Research food chains in different regions of the world. (Raising cattle: 'The food chain'.)
- Research the names of different breeds or varieties of animal such as cats, dogs, horses, cattle and birds. (Raising cattle: 'Balmoral Show')
- Using the words 'Balmoral Show', write an acrostic poem to promote the attractions of the agricultural show. (Raising cattle: 'Balmoral Show')

Learn About: Caring for Cattle

21

Outline

7 videos

Learning outcomes

Pupils will be able to:

- Find out about the lifecycle, diet, housing and care of cattle. (SCIENCE.)
- Observe similarities and differences between animals as a basis for classification in 'Other animals'. (SCIENCE.)
- Learn how seasonal changes affect cattle and grass growth. (GEOG, SCIENCE.)



Extension activities

- As a potential leader of your herd, write an election speech to persuade other cattle to vote for you. ('Caring'.)
- Make a calendar of events on the farm throughout the year. (See, also, Caring for the land.)

Learn About: Safety on the farm

21

Outline

9 videos

Learning outcomes

Pupils will be able to:

- Learn positive attitudes to caring for the environment. (SCIENCE, GEOG. CH.)
- Learn about the importance of personal hygiene in farm visits in 'Hygiene'. (SCIENCE.)
- Learn about the dangers of water and waste pollution in 'Slurry lagoons' and 'Litter'. (GEOG, SCIENCE.)
- Learn about personal safety during farm visits. (Personal Development)



Extension activities

- List your top ten rules for farm safety.
- Design a series of road signs, each illustrating an environmental or farm-safety issue.
- Make a list of the ways pollution can be caused on a farm and how the farmer can prevent them. ('Slurry lagoons', 'Litter'. See, also, Caring for the land.)

Outline

10 videos

Learning outcomes

Pupils will be able to:

- Learn about growing crops for cattle feed. (GEOG.)
- Learn about the dangers and control of water pollution in 'Silage and hay', 'Slurry', 'Fertiliser', 'Small bales' and 'Water pollution'. (GEOG, SCIENCE.)
- Learn about the importance of grassland and water resources. (GEOG.)
- Learn how seasonal factors affect crop growth and the farmer's work. (GEOG, SCIENCE.)



Extension activities

- Make a calendar of events on the farm throughout the year. (See also Caring for the land.)
- Calculate how many cattle could graze on 210 000 acres of grassland over 100 days in the summertime. ('Grass'. The answer is 30 cows.)
- Construct and carry out a fair test to show the effect of fertiliser on plant growth. ('Fertiliser'.)
- There is a plan to remove hedgerows to make way for a new road. Write a letter to your local council telling your concerns about the effect on wildlife. ('Hedges, fences, walls'.)

Outline

1 video and 6 VR objects.

Learning outcomes

Pupils will be able to:

- Learn about the use of some large farm machinery in managing a cattle farm. (GEOG.)
- Use a range of controls to explore 3D models of farm equipment. (GEOG, ICT.)



Extension activities

- From the VR models of farm equipment, draw a farmyard montage.
- Investigate how farming machinery has evolved through time.

Learn About: Beef Production

23

Outline

7 videos and 3 VR panoramas.

Learning outcomes

Pupils will be able to:

- Learn about stages in the factory production of beef products. (GEOG)
- Use a range of controls to explore VR panoramas of the factory. (GEOG, ICT.)
- Learn about local cattle markets in 'At the market'. (GEOG, CH.)
- Learn about the people who work in food production. (GEOG, CH)
- Learn how quality control and traceability is important for hygiene and product quality (SCIENCE, GEOG.)

Extension activities

- Create a storyboard based on the journey of a beef product from factory to table. ('At the food factory', 'Tracing meat', 'Primal cuts', 'The production line', 'The coldstore'. See, also, The Burger Story: 'Factory to fast food'.)



Learn About: The Burger Story

23

Outline

3 videos.

Learning outcomes

Pupils will be able to:

- Find out about the range of beef products available in shops from the farm in 'The butchers shop' (GEOG).
- Learn about balanced diet and ingredients in meat important for growth and health in 'Food groups'. (SCIENCE.)
- Learn about the journey of a burger product from factory to fast-food restaurant in 'Factory to fast-food'. (GEOG).
- Learn about food storage and preparation hygiene factors in 'Factory to fast-food'. (SCIENCE.)



Extension activities

- Beasty Bacteria wants to infect your meat. Describe how to prevent this in your kitchen. ('Factory to fast food'.)

PROBLEM. The cursor flickers and may disappear in some parts of the program on my portable Windows computer

SOLUTION. This can happen on a portable Windows computer with 'Screen Area' DISPLAY settings set lower than the maximum your computer can display. To correct the problem, adjust your 'Screen Area' DISPLAY settings. Go to the START menu. Choose SETTINGS and then CONTROL PANELS. In CONTROL PANELS, open DISPLAY properties and choose SETTINGS. Set "Screen Area" to the maximum (for example, drag MORE to 1024 by 768 pixels). Then choose APPLY and then OK. If this does not correct the problem, experiment with other possible SCREEN AREA settings.

PROBLEM. The playback of video sound is distorted on my Windows computer.

SOLUTION. To correct the problem, adjust the QUICKTIME 'Sound Out' properties. Go to the START menu. Choose SETTINGS and then CONTROL PANELS. In CONTROL PANELS, open QUICKTIME properties and choose 'Sound Out'. In 'Sound Out', where it says 'Choose a device for playback' select 'waveOut'. If this does not correct the problem, experiment with other possible 'Sound Out' settings.

PROBLEM. The On The Farm intro music continues to play long after entering the 'RUN THE FARM' section or the 'LEARN ABOUT' section.

SOLUTION. If you experience this problem, it is likely that you have opened On The Farm twice and another copy of the program is running in the background. That being the case, quit the program to reveal the other copy running beneath. Then quit that copy, too, and start again. It may have happened that you were impatient with the length of time it took for the On The Farm program to launch from the CD-ROM and doubleclicked again on its START icon. This can cause a second copy of the program to begin.

PROBLEM. I got the message 'THIS PROGRAM HAS PERFORMED AN ILLEGAL OPERATION'.

SOLUTION. If you get this message, the most likely cause is a memory conflict in the computer. Close down all programs, disable screensavers and restart the computer before running On The Farm to ensure that the maximum RAM memory is available to it. Alternatively, you just may not have enough RAM in your machine to run On The Farm. On The Farm will be hard pressed to run on computers with less than

16MB RAM. It will run on computers with 16MB RAM but the more RAM the better, and 32MB is recommended for optimum performance. See the section 'Computer Requirements' on page 1.

PROBLEM. The program does not run across our network.

SOLUTION: Running across a network is not an option.

On The Farm is designed to run on a standalone multimedia personal computer. You should not try to run the On The Farm CD-ROM across a network (not that many primary schools in the country as yet have access to a local area computer network).

On The Farm is the same as most other multimedia CD-ROMs for schools in this respect.



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