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Using this handbook

This handbook will be your guide throughout this immersive educational journey called *Beyond the Stars*. In it you will find information about the program's intentions, outcomes and strategies along with descriptions about each of the different teaching materials and how to use them.

We consider you, and all of the teachers using *Beyond the Stars*, to be co-creators of this educational experience. This means that when you use this program, you have the ability to personalise the learning experience for your class. We encourage you to take what we've created and make it your own. The program has been designed as an easy-to-use and effective teaching tool that you can adapt to suit the needs of your students.

Creating positive behaviour change is a tough goal. But we believe that with your help, *Beyond the Stars* will be able to make a difference in the lives of students and communities across the Pacific Islands.

What is *Beyond the Stars*?

Beyond the Stars is a world-first health education program that uses storytelling and technology to inspire children across the Pacific Islands to adopt healthy habits. It was created to provide teachers and students with an innovative new approach to tackling the growing problem of non-communicable diseases (NCDs).

Bringing together a range of low-fi and hi-fi teaching materials, *Beyond the Stars* uses storytelling and technology to improve childhood eating behaviours, encourage consumption of local produce, raise awareness about the importance of caring for the environment, and inspire students to live healthier lives.



Animated Film



Virtual Reality



Educational Storybook



Interactive Game

In addition to this handbook, the *Beyond the Stars* program includes an animated film, virtual reality experience, educational storybook and activity book, and an interactive game. Each of these materials provides a unique benefit to students' learning. Although the program is most effective when all materials are used together, schools can choose to use one, two or all of these resources as a comprehensive learning tool.



What is our educational approach?

All resources created for *Beyond the Stars* were developed according to the following educational strategies:



Tangential Learning

By exposing students to educational material through stories and technology that they already enjoy, the program encourages students to engage in personalised, child-driven learning.



Multimodal Learning

By bringing together a variety of educational resources, the program addresses the fact that different students learn in different ways, providing a range of textual, aural, linguistic, spatial and visual ways of learning.



Formative Assessment

By adopting a hands-on, interactive approach, the program provides teachers with frequent opportunities for assessment so they are able to better understand and adapt to student needs.



Early Intervention

By engaging students with practical educational content at a young age, the program maximises its potential to generate a positive, life-long impact on students' health, wellbeing and physical development.

Why use immersive and interactive technology?

Providing students with a fun, immersive learning experience through storytelling and technology has the ability to increase participation and learning among students.

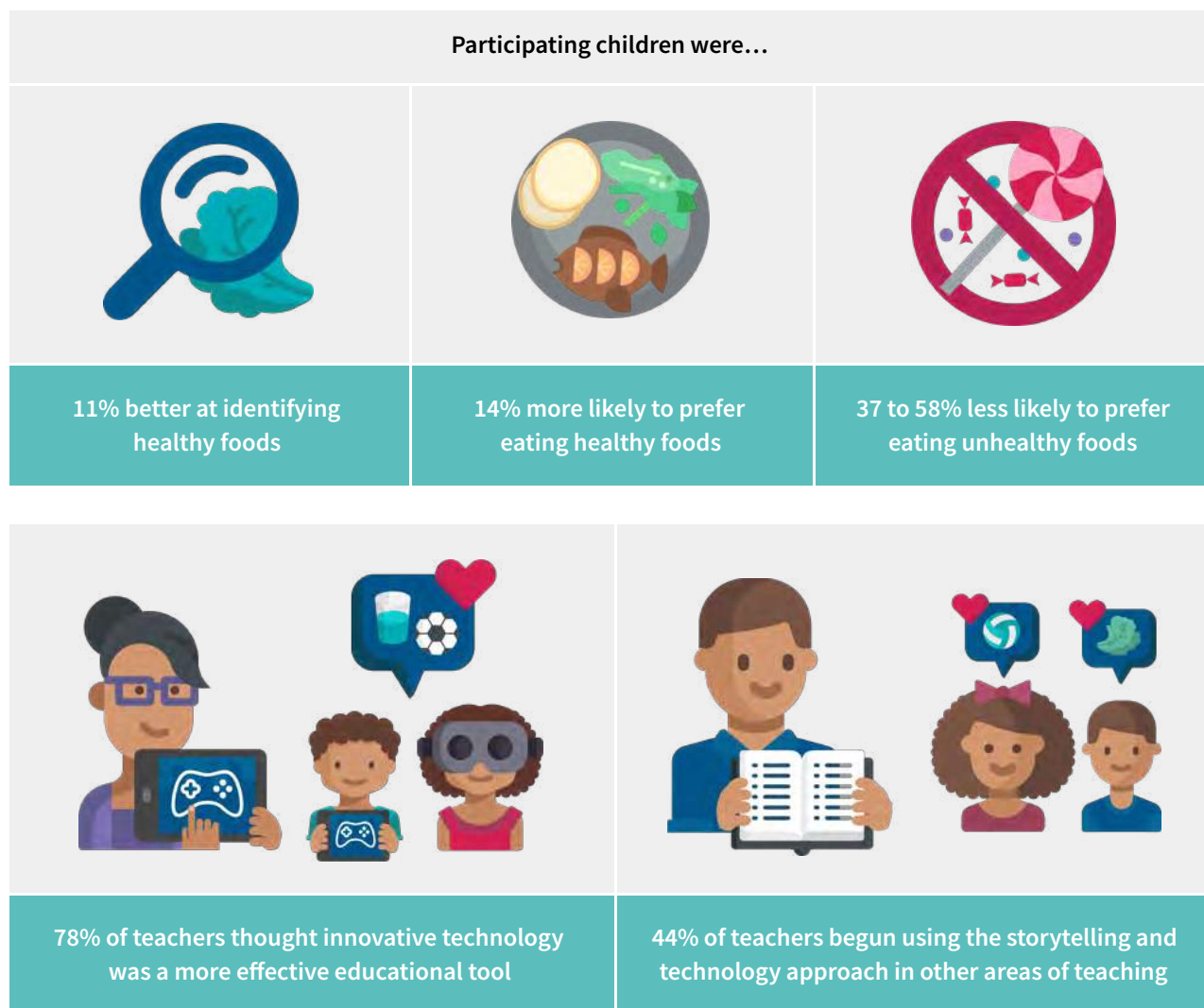
Using technology, we invite students to become part of the story, allowing them to personally engage with content. This in turn increases the likelihood of students applying what they learn to their own lives in order to positively influence their behaviour.

The interactivity of educational games also encourages students to actively participate in the learning process in a hands-on, practical manner. As there are no lasting repercussions to making decisions, games provide students with a safe environment to try, fail and try again. Students can also make their own decisions about how to respond to increasingly challenging scenarios, eventually reaching a deeper understanding of educational content through first-hand experiences.



What are the results so far?

Beyond the Stars was first launched as a pilot in Fiji in 2019, allowing us to collect valuable data on how the program helps student learning. During this pilot, we were able to test the effectiveness of *Beyond the Stars* so that teachers like you would know what benefits to expect.



How can you use *Beyond the Stars*?

If you're reading this guide, you are probably getting ready to use *Beyond the Stars* in your own classroom. Congratulations and welcome to the team!

To help you make a real difference in the lives of your students, and to best equip you in the journey to come, we've created this handbook in collaboration with our team of local and international partners.

We encourage you to document your own personal experience with *Beyond the Stars*, and share them with us and others in the community. The more people who know about this program, the more impact we can make in the lives of students across the Pacific Islands.

If you'd like to get in contact with us regarding a question or simply to provide feedback, send an email to beyondthestars@s1t2.com.au.

Expected outcomes

Below are some of the health, educational and development outcomes you can expect when you use *Beyond the Stars* in your classroom.

Health Outcomes	
Nutritional knowledge	Students are able to identify foods and drinks high in salt, sugar and/or fat and understand their effects on health and wellbeing.
Healthy habits	Students are able to assemble balanced meals for breakfast, lunch and dinner in order to demonstrate a preference for foods high in nutrition.
Community involvement	Students, parents and peers promote and encourage healthy eating in school and at home.

Educational Outcomes	
Be empowered learners	Students are able to undertake self-directed learning to engage with educational material in a personal and meaningful manner.
Communicate effectively	Students are able to develop their communication skills in textual, aural, linguistic, spatial, and visual modes.
Conduct investigations	Students are able to conduct investigations about the positive impacts of responsible consumption of food and drinks, and the effect of physical activity on health.
Make decisions	Students are able to practice making informed and responsible decisions based on acquired skills and knowledge.
Select and use information	Students are able to develop positive habits through engaging with and applying information about healthy eating and physical education.
Show enterprise	Students are able to develop enterprising skills by engaging in child-driven learning and personal growth.

Development Outcomes	
Student health and wellbeing	Students are able to improve their health and wellbeing through engagement with and learning from the program.
Role modelling and leadership	Students are able to develop the capacity for community leadership by modelling positive behaviours and informally educating others.
Teacher professional development	Teachers are provided with a unique opportunity for skill development as they learn and implement current best practices and emerging technology.

Curriculum and policy integration

The educational outcomes for *Beyond the Stars* are based on curriculum across the Pacific Islands, along with global priorities outlined in the United Nations' Sustainable Development Goals (SDGs) and research into NCDs conducted by the World Health Organisation (WHO).

Curriculum	
Healthy Eating	<i>Beyond the Stars</i> addresses curriculum content around health and nutrition directly through specific lesson content and opportunities to practically experiment with and reinforce new knowledge.
Local Foods	Drawing from health and social sciences curriculums, <i>Beyond the Stars</i> promotes local foods and their benefits through focused activities in the educational storybook and clear visual representation and rewards in the interactive game.
Clean Water	The program addresses curriculum topics around clean water through dedicated lessons about the importance of water, where to get water, what makes water safe, and water borne diseases.
Physical Activity	Health and physical education curriculums are incorporated into <i>Beyond the Stars</i> through a focus on the importance of exercise and physical activity to healthy growth and development.
Caring for Community	<i>Beyond the Stars</i> incorporates key learnings about the importance of community from social sciences curriculums through a focus on and investigation into a students' role in their community.
Caring for Environment	The program addresses key environment and sustainability topics found in curriculums across the world through core messaging about the need to look after ourselves and the world around us.

Global Goals	
SDG 2: Zero Hunger	<i>Beyond the Stars</i> addresses the challenge of hunger through the promotion of improved nutrition for students and communities. The program educates students about healthy, local and sustainable food choices, while empowering them to act on and share their learnings through practical activities.
SDG 3: Good Health and Well-being	With a strong focus on emerging global health priorities such as NCDs, <i>Beyond the Stars</i> promotes healthy lives and well-being for all. The program raises awareness about good health and healthy lifestyles by providing students with the knowledge and skills to make healthy choices, opportunities to practice doing so, and encouragement to share what they've learnt with the wider community.
SDG 4: Quality Education	<i>Beyond the Stars</i> is an inclusive, high-quality education program accessible to all communities around the world. Self-sufficient and flexible enough to adapt to diverse environments, the program promotes equal access to lifelong learning through a child-driven approach, empowering students to enjoy quality education for free.

SDG 5: Gender Equality	Gender equality and the empowerment of women and girls was a key consideration in the design of <i>Beyond the Stars</i> . Equally accessible to both genders, the program prioritises balanced representation while using the topics of food and community to encourage healthy, positive relationships.
SDG 6: Clean Water and Sanitation	<i>Beyond the Stars</i> promotes access to safe water and sanitation for all by raising students' awareness about safe water sources and encouraging them to consider clean water and sanitation as key to a balanced, healthy lifestyle.
SDG 12: Responsible Consumption and Production	As part of its focus on sustainability and the environment, <i>Beyond the Stars</i> raises awareness about sustainable consumption and production. Promoting a better understanding of our choices and the effect they have on the environment, the program inspires children to reduce waste and live more sustainable lifestyles.
SDG 13: Climate Action	<i>Beyond the Stars</i> recognises that the global challenge of climate change is acutely felt across vulnerable regions in the Pacific. By raising students' awareness about changing and severe weather patterns - and humanity's role in bringing them about - the program lays the foundation for future action to anticipate, adapt and become resilient to current and future impacts of climate change.
SDG 14: Life Below Water	Supporting the program's focus on caring for the environment and climate action, <i>Beyond the Stars</i> also promotes awareness about conservation of the ocean and sustainable use of its resources. The program raises students' awareness about the vulnerability of the ocean habitats, encouraging students to protect marine and coastal ecosystems from pollution.
SDG 15: Life on Land	<i>Beyond the Stars</i> raises awareness about conservation of biodiversity and protection of land habitats as part of its focus on climate change and the environment. The program promotes student awareness of forest biodiversity and encourages sustainable choices such as recycling, eating locally-sourced food, and responsible consumption of resources.
WHO NCD Best Buys	The program incorporates the World Health Organisation's insights into the behavioural risk factors of NCDs, particularly in relation to salt, sugar and trans-fat consumption. As a result, the program aims to encourage a reduction in salt, sugar and trans-fat intake through key messaging throughout the educational material.

Topic breakdown and alignment

Beyond the Stars has been designed to address health, education and development outcomes, along with the curriculum and policy priorities, through an integrated, child-driven approach that sees each topic taught and revised from various angles throughout the program.

Chapter 1: Healthy Living	Curriculum	Healthy Eating Physical Activity Caring for the Community Caring for the Environment
	Policy	SDG 3: Good Health and Well-being
Chapter 2: Nutrients in Our Food	Curriculum	Healthy Eating Physical Activity Caring for the Environment
	Policy	SDG 2: Zero Hunger SDG 3: Good Health and Well-being WHO NCD Best Buys
Chapter 3: Food Choices	Curriculum	Healthy Eating
	Policy	SDG 2: Zero Hunger SDG 3: Good Health and Well-being
Chapter 4: Local Foods	Curriculum	Local Foods Caring for the Community
	Policy	SDG 2: Zero Hunger WHO NCD Best Buys
Chapter 5: Healthy Meals	Curriculum	Healthy Eating Caring for the Environment
	Policy	SDG 2: Zero Hunger SDG 3: Good Health and Well-being SDG 12: Responsible Consumption and Production SDG 14: Life Below Water
Chapter 6: Finding Food	Curriculum	Healthy Eating Caring for the Environment
	Policy	SDG 2: Zero Hunger SDG 12: Responsible Consumption and Production SDG 15: Life on Land
Chapter 7: Learning to Cook	Curriculum	Healthy Eating Caring for the Community
	Policy	SDG 2: Zero Hunger SDG 3: Good Health and Well-being

Chapter 8: Clean Water	Curriculum	Clean Water Caring for the Environment
	Policy	SDG 6: Clean Water and Sanitation SDG 13: Climate Action
Chapter 9: Fitness and the Environment	Curriculum	Physical Activity Healthy Eating Caring for the Environment
	Policy	SDG 3: Good Health and Well-being SDG 12: Responsible Consumption and Production
Chapter 10: Caring for the Land and Sea	Curriculum	Caring for the Environment Healthy Eating Local Foods
	Policy	SDG 12: Responsible Consumption and Production SDG 14: Life Below Water SDG 15: Life on Land
Chapter 11: Climate Change	Curriculum	Caring for the Environment Healthy Eating
	Policy	SDG 12: Responsible Consumption and Production SDG 13: Climate Action
Chapter 12: Growing Up Healthy	Curriculum	Healthy Eating Physical Activity Caring for the Community Caring for the Environment
	Policy	SDG 2: Zero Hunger SDG 3: Good Health and Well-being SDG 12: Responsible Consumption and Production SDG 13: Climate Action

Animated film

The animated film introduces students to the world of *Beyond the Stars*. Extending the rich oral storytelling traditions of the Pacific with vibrant visuals that engage and delight, the animated film provides an exciting introduction to the story of *Beyond the Stars* and should be shown at the beginning of the program.

The Story of *Beyond the Stars*

Long ago, magical guardians who knew the secrets of nature lived among us. These guardians came from the stars and had incredible mana, which they used to control the ocean, land, wind and rain. They shared their secrets with the people, who cared for the land and sea just as the guardians did.

But soon, an evil king named Aspar heard about their paradise. Aspar wanted the secrets of the guardians all for himself. He packed his ship full of treasures and set off to find the people and their village.

When Aspar arrived at the village, he brought mountains of gold to buy the guardians' secrets. However they had no use for his treasures, and refused the evil king their powers.

Determined to learn their secrets, Aspar tried to trick the people instead. Some villagers were strong like the guardians and refused to share their knowledge. Others were weaker, and Aspar was able to convince them to part with their mana.

Even though Aspar had learnt some of the guardians' secrets, he was still jealous of their power. Soon he returned to the village, and this time he was able to trick even the strongest of the villagers into telling him the guardians' secrets.

Still, Aspar was angry at the guardians for not sharing their secrets. He was a selfish, evil king who wanted the guardians' mana all to himself.

Aspar became so angry that he started a terrible war with the guardians. Both the guardians and Aspar fought fiercely as the lands around them trembled. Although the guardians won, they were left weak and soon returned to their home in the stars.

For a time, the people in the village were happy, for they were rich and no longer had to look after the land. But soon, without the care of the people, the land became sick. The people had forgotten how to care for the world around them, and the secrets of the guardians were lost.

Some say the guardians' magic still exists and that we only have to look to the stars to catch a glimpse. If the stories are to be believed, the guardians gathered all their secrets and stored them in hidden relics.










One day, a brave young hero may find these relics, rediscover the knowledge of the guardians, and bring health and happiness back to the land.

This is where our hero's journey begins...

Virtual reality

After watching the animated film, students are invited to explore a fantasy world in the virtual reality experience. Here, students are given the opportunity to actively explore the world of *Beyond the Stars* in 3D while being asked to become the hero of their own story. This choice, to accept their quest and take control of the story for themselves, marks the beginning of each student's personal journey to learn the guardians' secrets and bring health and happiness back to the Pacific.

Throughout the virtual reality experience, students are encouraged to become personally and emotionally invested in the story world, helping to heighten their engagement with the rest of the program through immersion and active exploration.

The Virtual Reality Experience		
		
Our hero's journey begins at school. Suddenly, their backpack transforms into a magic, flying carpet.	The magic carpet leads our hero to a portal that has opened in the floor at the front of the classroom.	Jumping in, our hero finds a dark cave. When they pick up a stick in the middle of the cave, it lights up so they can see.
		
After playing with the magic carpet for a while, our hero must follow it to explore the rest of the cave.	As they move through the cave, our hero discovers magical images of the island's history on the walls.	Soon our hero discovers an opening that leads to a hidden place in their village with statues of the guardians.
		
Now our hero will have to choose which guardian they want to help them on their journey.	When our hero places their stick on the guardian of their choice, the magic carpet transforms back into a backpack.	Slowly, the backpack opens to reveal the educational storybook that will guide our hero as they search for the guardians' secrets.

Educational storybook

Existing both in the real and virtual world, the educational storybook represents a point of connection for the overall story, suggesting to students that what they learn throughout *Beyond the Stars* could also affect their own lives. The educational storybook, and accompanying activity book, were designed to continue the narrative of *Beyond the Stars* in a more accessible format that students can also take home and share with their family and community.

Throughout the educational storybook, students can explore different aspects of the story while learning about healthy eating, physical education, local produce, the environment and Pacific Islands culture. Supported by example lesson plans to help teachers in delivering the program, the educational storybook and activity book bring together school curriculum, national policies and global recommendations into an accessible and enjoyable learning resource.



The educational storybook is also accompanied by an activity book that extends its reusable content into practical, hands-on activities for students. Each session in the activity book includes practical activities on the focus topic, a food diary to monitor changes in students' eating habits, and dedicated activities to be completed at home with students' families.

What Makes Food Unhealthy?

Something has happened to many of the foods we eat to make them unhealthy. Can you figure out what has been added to these foods that might make us sick?

Eating too much salt can be bad for our _____.

Eating too much sugar can cause _____ and tooth _____.

Eating too much fat increases our chances of _____ and _____.

YESTERDAY'S MEALS

Breakfast: _____

Lunch: _____

Dinner: _____

HOME ACTIVITY

See if you can find any foods in your home that have too much salt, sugar or fat added to them.

Balanced Meals

The guardians ate food from each of the three food groups to stay healthy. Can you draw balanced meals for breakfast, lunch and dinner?

BREAKFAST

LUNCH

DINNER

What makes a meal balanced?

What are the three food groups called?

What kind of foods should we eat less of?

YESTERDAY'S MEALS

Breakfast: _____

Lunch: _____

Dinner: _____

HOME ACTIVITY

Try having a balanced meal with your family sometime this week. Remember to tell your friends too!

Planting Your Garden

The guardians taught us that growing our own food can keep us healthy. Draw some foods you could grow at home into the garden below.

How can planting your own food help you and your community?

- _____
- _____
- _____
- _____

YESTERDAY'S MEALS

Breakfast: _____

Lunch: _____

Dinner: _____

HOME ACTIVITY

Do you grow any plants at home? Talk to your family about the plants you could grow.

Interactive game

In the interactive game, students take on the role of our hero, tasked with helping communities become healthy and unlocking the secrets of the guardians to restore the land. Playable on mobile devices, the interactive game provides an alternative learning methodology, reinforcing the program's educational objectives.

Throughout the game, students work to keep their own village healthy and travel to other islands on their quest. These new islands feature a range of mini games that allow students to explore educational content from multiple angles, reinforcing and personalising their learning.

By encouraging students to actively participate in the learning process, the interactive game helps them personalise and internalise educational outcomes. Presenting educational content as a game, this resource encourages students to take control of their learning, providing them with a safe environment in which to experiment with and reinforce practical knowledge around health and nutrition.



Teaching the Program

Beyond the Stars has been created to educate students about nutrition and healthy habits. In this section, you will find information about program implementation, student engagement and methods of assessment.

Program outline

Beyond the Stars is divided into twelve chapters, each consisting of two 45 minute lessons covering the following topics:

- **Chapter 1:** Healthy Living
- **Chapter 2:** Nutrients in Our Food
- **Chapter 3:** Food Choices
- **Chapter 4:** Local Foods
- **Chapter 5:** Healthy Meals
- **Chapter 6:** Finding Food
- **Chapter 7:** Learning to Cook
- **Chapter 8:** Clean Water
- **Chapter 9:** Fitness and the Environment
- **Chapter 10:** Caring for the Land and Sea
- **Chapter 11:** Climate Change
- **Chapter 12:** Growing Up Healthy

These lessons can be used in order or adapted into a structure that better suits how and what you'd like to teach your class.

Lesson format

During each lesson, the educational storybook and the activity book should be used alongside the interactive game to achieve the best student learning outcomes. While it's up to you how you run the program, we recommend that each lesson includes the following:

15 minutes	Introducing the topic with the educational storybook
15 minutes	Exploring the topic with the activity book
15 minutes	Playing the interactive game

While the 'Introduction' sessions in the provided lesson plans have been designed to be completed as a whole class, the activity book and interactive game are intended to be completed individually by students. Depending on the size of your class and the number of devices available, it may be helpful to divide students into smaller groups that can rotate between the activity book and the interactive game.

Set up and pack up

We also recommend that you set aside 5 minutes to the set up and pack down of the devices used for the interactive game. Please note that each device will need to be plugged in to charge at the end of every lesson to ensure that they are ready the next time you wish to use them.

At home activities

Students should be encouraged to take their activity book home so they can share what they are learning with their family and friends. Each lesson includes an 'At Home' activity that they can complete, and a place for parents to sign off on this activity. You can check in with children the next day or at the end of the week to see how they went with their at home activities.

Teach more

We've also included 'Teach More' sections in each of the lesson plans. These sessions are intended to be separate from the core lesson, providing activity ideas for how *Beyond the Stars* can be used to teach topics across different curriculum areas and address additional policy goals from the UN's Sustainable Development Goals.

We also encourage you to be creative in the way you use the program materials in your classroom. The more students engage with the content and story, the more likely it is that the program will be able to produce educational outcomes and behaviour change.

Student experts

We know that using technology in the classroom can be challenging for teachers. While we've included information about how to use the interactive game in the next section of this guide, we also suggest that you ask your students to help you facilitate the use of technology. Students are surprisingly quick at understanding how to use technology, and this could take some of the burden off of you.

We suggest selecting a small number of students to be 'Student Experts'. These could be the same throughout the program, or rotate each week. These students would have the special responsibility of looking after the interactive game devices and helping other students. You will be provided with 'Student Expert Guides' which are designed to be used by these students. These guides explain how to set up the game at the beginning of each lesson, and how to pack up at the end. They also go through common issues with the devices and how to fix them.

Methods of assessment

There are a number of ways that you can gather real-time feedback about students' progress:

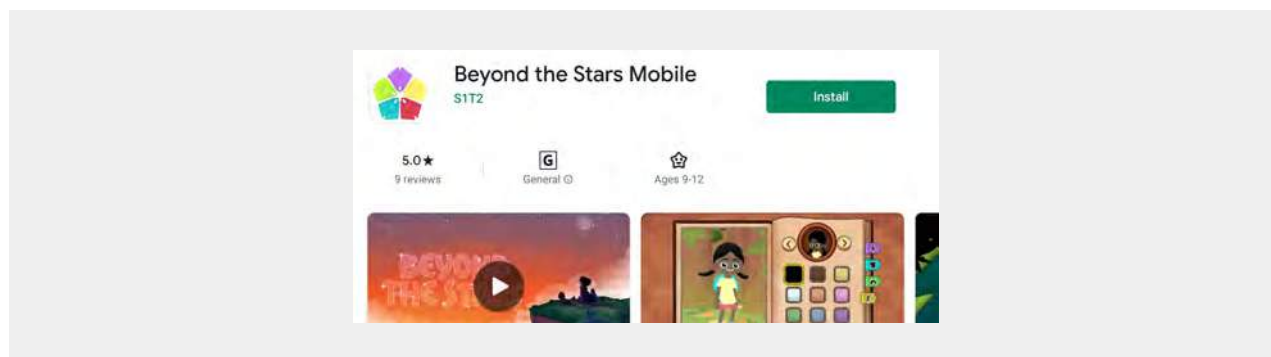
- **Assessing educational storybook and activity book completion:** The activities included in both the educational storybook and the activity book can be used to assess student progress throughout the program. These activities have been designed by teachers and educational experts to ensure they reinforce and test key skills across each of the *Beyond the Stars* outcomes.
- **Monitoring student food choices and consumption:** Each session of the activity book includes a food diary that students can fill out, documenting what they had for breakfast, lunch and dinner the day before. This activity was inspired by the way many teachers across the Pacific Islands are already monitoring what students are eating, and can provide you with an easy way to see if students' eating habits are changing.
- **Observing interactions with the interactive game:** You will be able to glean a lot of information about students' dietary knowledge and habits by watching the way they interact with the interactive game. You can look out for things like what their health bar looks like, how they're scoring in the mini games, and what kinds of foods they're feeding to their village.

Setting up

Before you get started with the interactive game, you'll need to complete some initial set up. We suggest setting up the devices and teaching the game to the student experts first, and then having them help teach the class.

Downloading the game

If you haven't already, you'll need to download the game onto your devices. You can do so by searching "S1T2 Beyond The Stars" in the Google Play Store.



Deciding game groups

Most schools will have a limited amount of devices to use in class. We recommend you divide your class into small groups based on the amount of devices you have. This way, students will each have access to a device while their group is playing. You can then rotate groups so all students can enjoy the interactive game.

Student profiles will be saved on the devices themselves. That means students will need to use the same device each time they play. Each device will have multiple student profiles saved on it that students can change between. We suggest labelling the devices so that students can remember which has their profile saved on it.

Adding players

When each student first starts playing the game they will need to create a User Profile. Once they've entered their name following the instructions below, they will automatically begin to create their character.

Tap on the 'New User' button on the login screen that appears when you open the game.	When this screen opens, type in your name and click the tick.	Begin the character creation process for the new player.

Learning how to play

While the interactive game includes a built-in tutorial to teach students how to play, you may find it beneficial to dedicate some time to explain the basics you learnt about in the previous section.

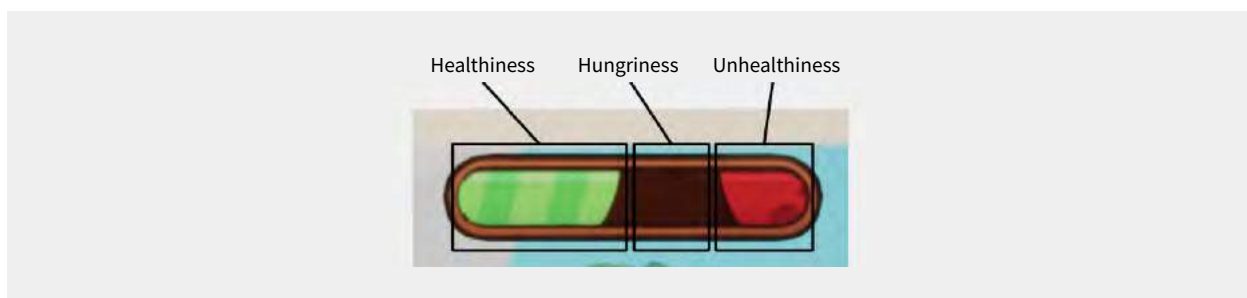
We also recommend using Student Experts to help teach other students how to play. Once you've chosen your student experts, you can play the game together in a small group and explain all the relevant information. You can then have each student expert teach small groups of other students how to play.

Understanding the game

The goal of the interactive game is to keep your village healthy while travelling to other islands and communities to rediscover the secrets of the guardians. To help you better understand how the interactive game works, we've included descriptions of all the important features in this section. While the interactive game has a built-in tutorial to teach students how to play, you can use what you learn here to improve student experience.

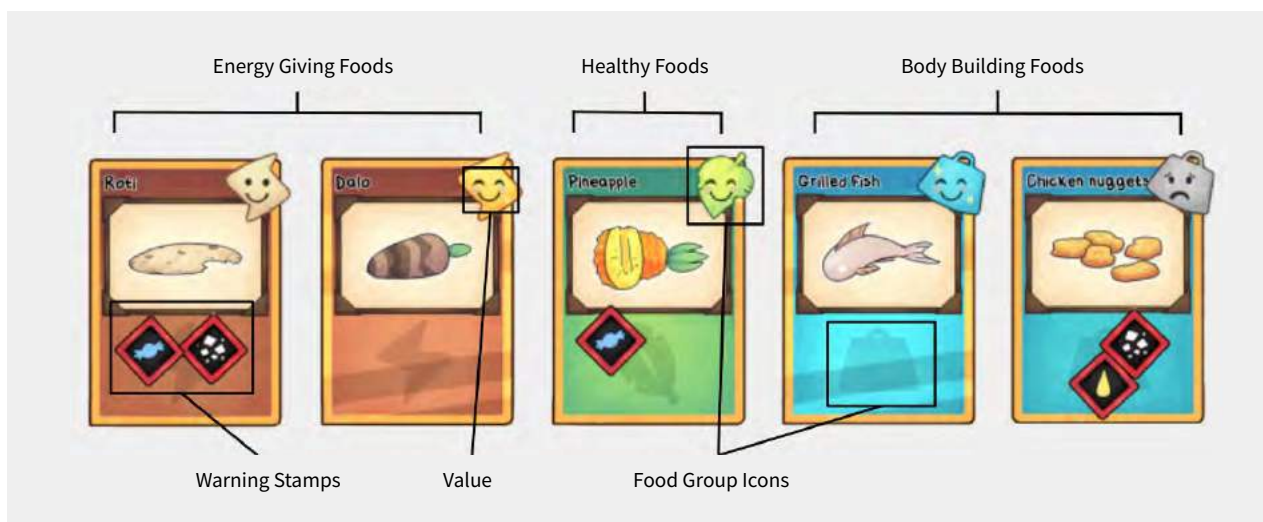
Health Bars

You can see how well students are going in the game through the **Personal Health Bar** that represents their score during the mini games, and the **Village Health Bar** which shows their score overall- the more green, the better!



Food Cards

Throughout the game students can earn lots of different **Food Cards**. The colour and Food Group Icons show what food group each food is from while the faces on the **Food Group Icons** show how valuable a food is. Students can also see if Food Cards have any unhealthy nutrients by looking at the salt, sugar and fat **Warning Labels**.



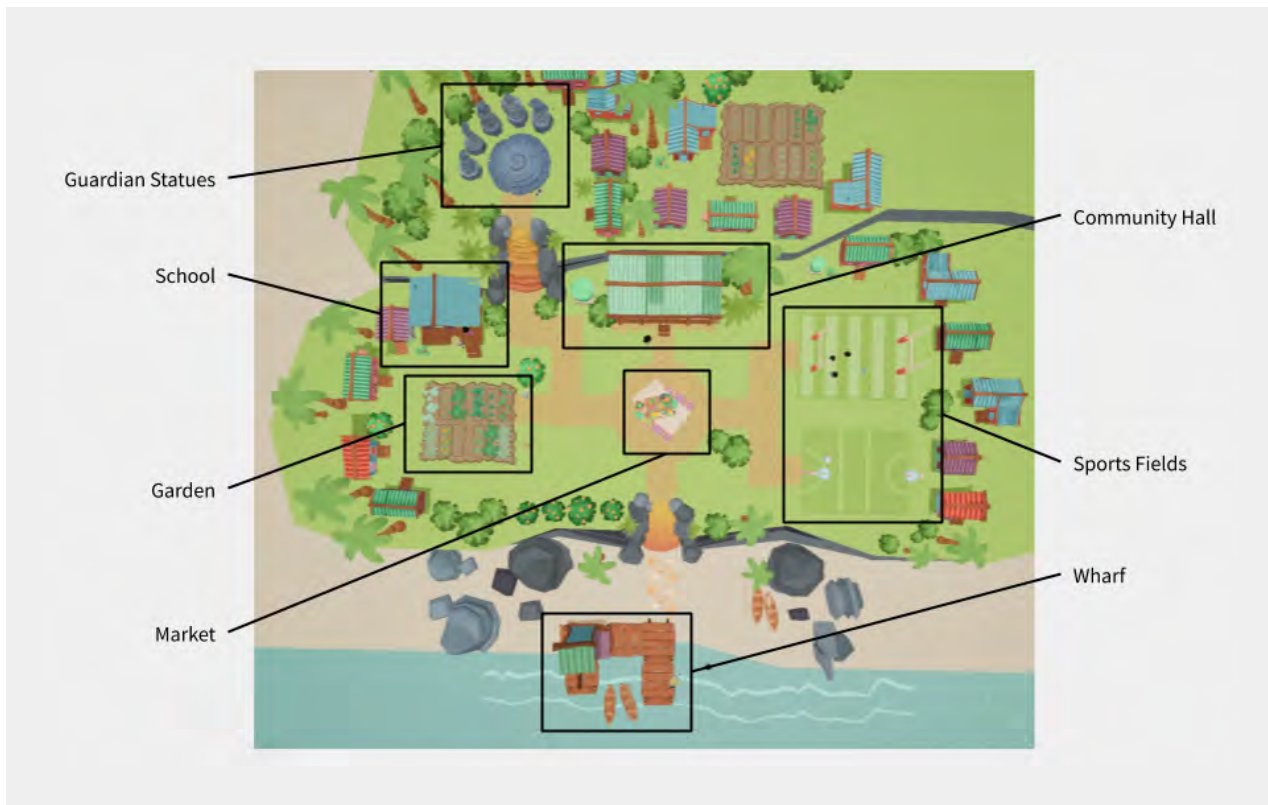
Special Cards

Students will also collect other **Special Cards** as they play the interactive game. These include **Map Cards** that unlock new islands to explore, **Relic Cards** that represent the guardians secrets, and **Sports Cards** that give them new players for their sports teams.



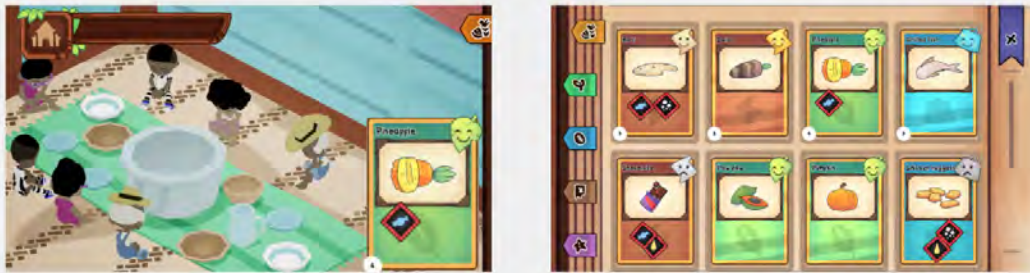
Home Village

The **Home Village** is where students will look after their community. As they play, students will be able to see their Village grow, using their Food Cards to influence its health. Students can also visit places such as the Community Hall, the Market, the Guardians Statues, the Gardens, the School, the Sports Fields and the Wharf.



Community Hall and Inventory

The **Community Hall** is where students can feed their village by dragging Food Cards from their **Inventory** into the Cooking Pot. The foods students feed their community will have a direct influence on the Village Health Bar.



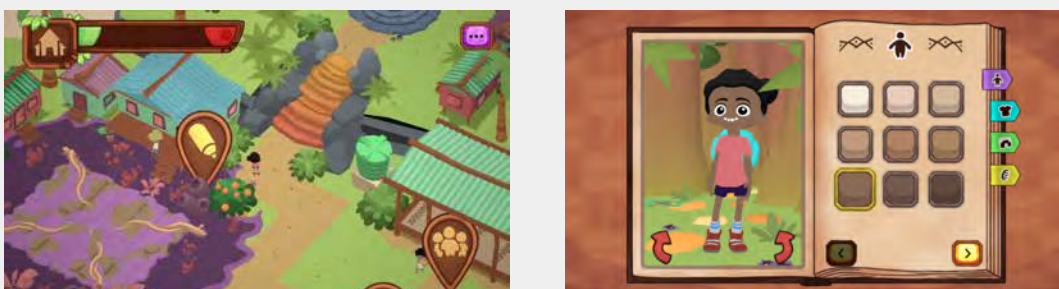
Market Rewards

Students can go to the **Market** once a day to unlock a **Daily Reward**. The reward will depend on the Village Health Bar: the healthier their village is, the better the prizes will be!



School and Character Editor

At any time students can go to the **School** in order to change their characters' appearance. Tapping into the school will bring up the Character Creation screen that students saw when they first started playing. Here they can change the skin tone, the colour of their clothes, and their hair style.



Island Paths

Throughout the game students will be able to travel to new **Islands** with their own stories and treasures. On each Island students will find **Island Paths** that have small, fun challenges or **Mini Games** to complete. These mini games are designed to reinforce program teachings in new and interesting ways.



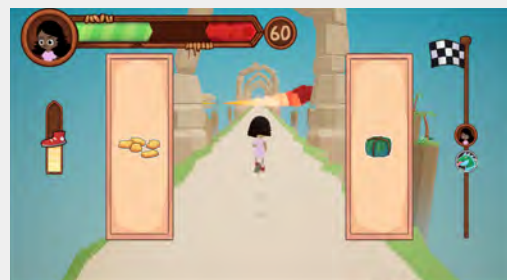
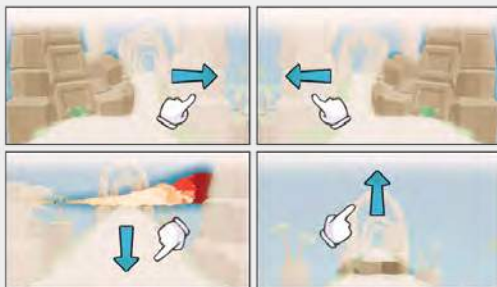
Mini Game #1: Food Chop

In **Food Chop**, students need to 'chop' foods into the cooking pot. They will have to make quick choices about which foods to slash - good foods will give them a better score, but bad foods may hurt their score.



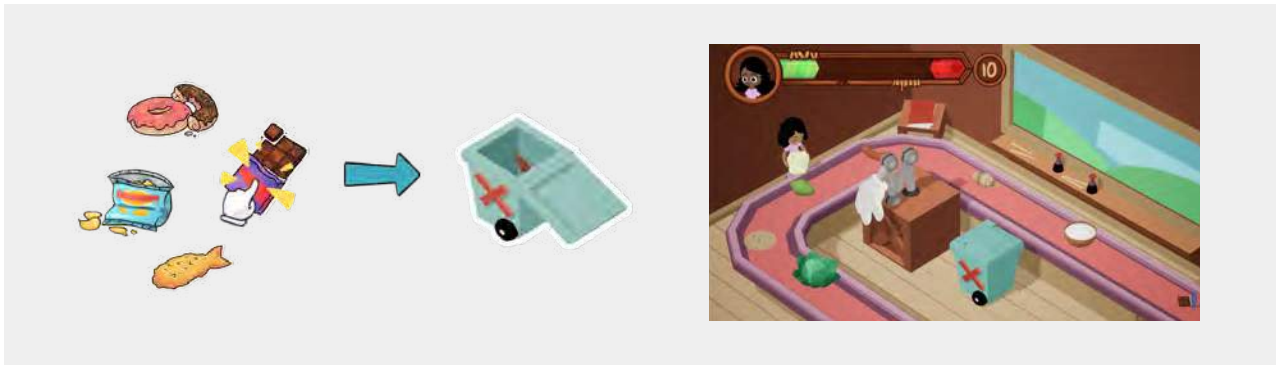
Mini Game #2: Food Run

In **Food Run**, students have to run, duck and jump to stay away from the lizard. As they go, students will need to choose between foods in prize pots. Good foods help them go faster, but bad foods will make them go slower.



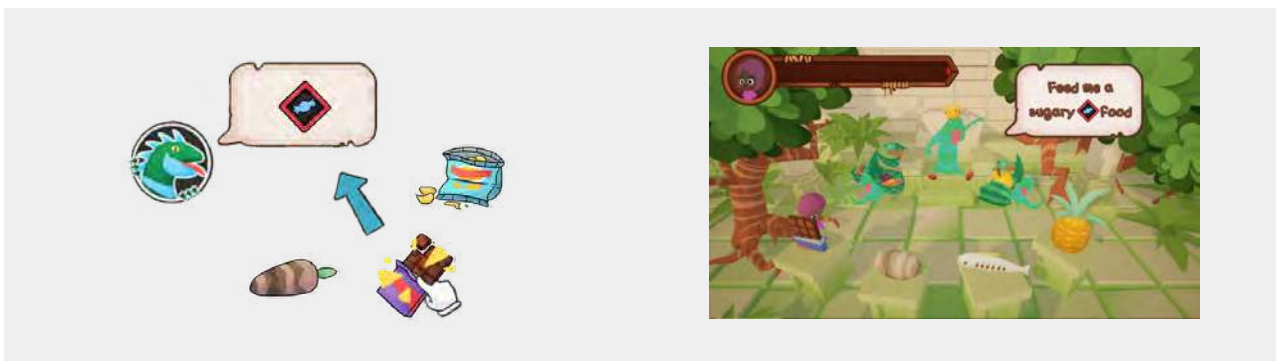
Mini Game #3: Snack Pack

In **Snack Pack**, students need to find the bad foods on the conveyor belt and put them in the bin. If students can make sure that only healthy foods end up in their lunchbox they'll have a good score.



Mini Game #4: Meal Deal

In **Meal Deal**, students will need to answer the lizard's questions by dragging foods for him to eat. For example, if he asks for a sugary food, they'll need to find a food high in sugar and give it to him.

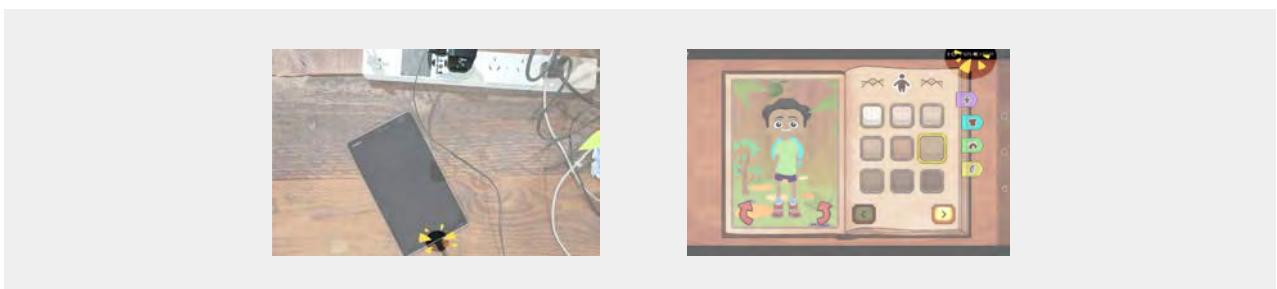


Maintenance

Once you've finished setting up the interactive game, there are a few things you and your students will need to keep in mind as you use the program.












Charging the tablets

One of the most important things to remember when using the interactive game is charging the tablets. You will need to make sure that students plug the tablets in at the end of every lesson so they'll be ready to use next time.



Changing players

You or your Student Experts will need to teach students how to change characters, and make sure that they choose their own character whenever they start playing. Below are instructions on how to change players.

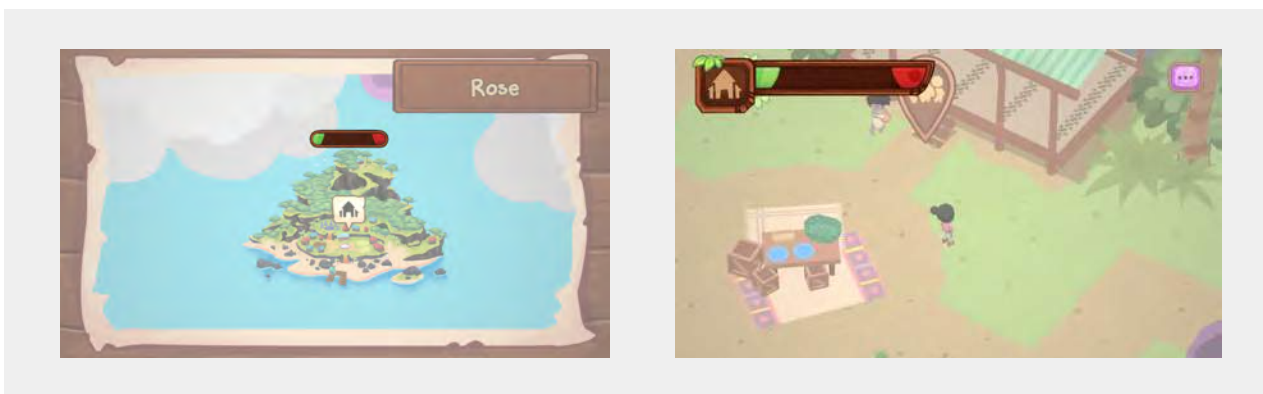
		
Tap the  button to go to the village.	Tap the  button in the top right.	Tap the  button.
		
Tap the  button to log out.	Tap on the name of the next player.	Tap the  button and start playing!

Checking health bars

You can discover a lot about what individual students are learning and how they're progressing through the program by watching how they play the interactive game. Watching how they play the mini games and what kinds of foods they feed their village are valuable ways to understand what children know.

The fastest way for you to check how a student is going is by looking at their Village Health Bar. We recommend that students show you their Village Health Bar each time they play. If this health bar is mostly green students are probably progressing well. Students whose Village Health bar is mostly red or empty might need more help.

You can check students' Village Health Bar on the Map or Home Island:


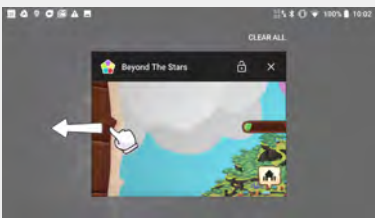



Troubleshooting

As with all technology, things may go wrong with the interactive game from time to time. When that happens, there are a couple of easy things you can try to get it working again.

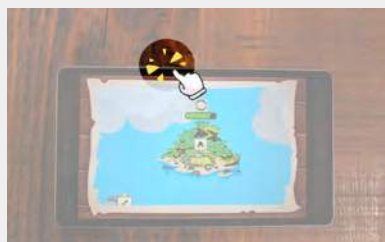
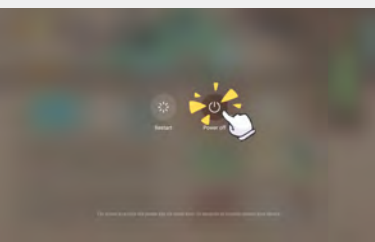
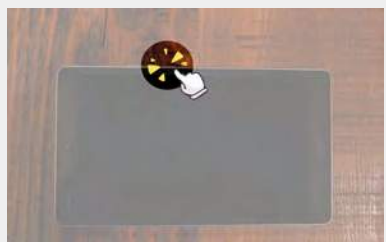

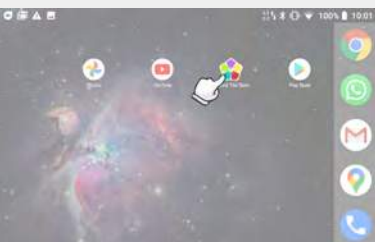

Restarting the game

If the game is frozen, you can try closing it and opening it again using these instructions:

		
Swipe the side and tap the square to see the game app window.	Swipe the game window away.	Find the <i>Beyond the Stars</i> app and tap to open again.

Restarting the device

If you can't open or restart the game, it's time to try restarting your device. You can do so by following these steps:

		
Hold down the lock button on the tablet. Let go when the screen changes.	Tap the 'Power Off' option.	When the screen is black, count to 3. Then hold the lock button for 2 seconds.
		
Once the screen is on, swipe to unlock.	Find and tap the <i>Beyond the Stars</i> game.	Log in and continue playing.

Getting extra help

If you're still having trouble after trying these methods for a few days you can get in contact with our team by emailing a description of your problem to beyondthestars@s1t2.com.au and we'll look into the issue for you.

Lesson plans

These lesson plans have been developed by the *Beyond the Stars* team in consultation with education and nutrition experts across the Pacific Islands and around the world. While we have created them to help you make the best use of program materials, you should feel free to tailor the lessons to best suit your own class.

Understanding the Lesson Plans	
Key Learning Intention	The main outcome that you can expect students to achieve throughout each lesson.
Introduction	Introduction activities involve the educational storybook and can be completed as a whole class or in smaller groups. They have been designed to be replayable and provide engaging ways to introduce lesson content.
Activity	These activities are low-fi interactive ways to reinforce the content taught in each lesson. They have been designed for completion in the activity book, providing a physical record of each students' learning journey.
Teach More	<i>Beyond the Stars</i> has been designed as an integrated educational resource that can be used to teach other curriculum and cross-curriculum topics. 'Teach More' activities provide ideas for how the educational storybook can be extended to teach additional curriculum topics and global priorities.
Gameplay	Each week, students should be given 10-15 minutes to play the interactive game. This time can be at the end of the lesson (i.e. after the Introduction and Activity sessions), or throughout the lesson if you choose to complete the program as a rotating set of small activities.
At Home	When students take the activity book home, they should be encouraged to complete a short activity with their family and have their parent sign at the bottom of each lesson. We recommend that you remind students of these activities at the end of each class and incentivise their completion.
Teaching Notes	This is a space for you to record your thoughts about the lesson.

Key Learning Intention

Students will explore the phrase ‘Being Healthy’ and how their choices can help them live a healthy life.

Introduction - What does healthy mean?

Ask students to brainstorm as a class what the word “HEALTHY” means to them and list ideas on the board. Then, read the first two pages of Chapter 1 in the educational storybook together. Looking at the main illustration, ask students to find as many healthy behaviours as they can. What ones had they already thought of? What ones are new? Ensure students learn about these healthy habits:

- Eating balanced meals
- Eating lots of fruits and vegetables
- Getting enough rest and sleep
- Exercising regularly
- Drinking lots of water
- Breathing fresh air

Activity - Healthy meals

Have students look at the example meals included at the bottom of the page in this chapter. What about these meals do they think helped the guardians grow strong?

In the activity book, students draw a meal they think is healthy. Why do they think this is a healthy choice? What other healthy choices should they make?

Gameplay

Students should be given 10 minutes this week to create their character and start playing the game.

At Home

Ask students to talk to their family tonight about what they think healthy living is and discuss as a class tomorrow.

Teach More - What is a community?

Ask the students to look at the main illustration in the educational storybook. What sorts of activities can they see people doing together? Do students do any of those activities with others? What other things do they like to do with other people?

As a class define what a community is and why they are important for everyone living in them. Then, have students draw a mind map of the different people in their own community. Who are they? What things do they do together?

Teaching Notes

Key Learning Intention

Students will investigate what leads to unhealthiness and the importance of eating balanced meals.

Introduction - What does unhealthy mean?

Read the second two pages of Chapter 1 in the educational storybook as a class. Then, have students look at the main illustration. How is this picture different to the one from the last lesson? What differences can they spot? Make sure students discuss the following unhealthy habits:

- Eating unbalanced meals
- Eating lots of junk food
- Not getting enough rest and sleep
- Not exercising regularly
- Drinking lots of fizzy drinks
- Breathing dirty air

Activity - Everyday and sometimes foods

Have students look at the example meals included at the bottom of the page in this chapter. Why are these meals less healthy than the ones on the page before? What is different about them?

In the activity book, students identify what kinds of foods they should eat 'Everyday' (healthy, local foods) and only 'Sometimes' (unhealthy, packaged foods).

Gameplay

Students should be given 10 minutes this week to create their character and start playing the game.

At Home

Encourage students to try sorting the food they have at home into 'Everyday' and 'Sometimes' foods.

Teach More - Looking after the environment

Ask students to look at the main illustration in the educational storybook. Does the environment look happy? How is it different from the guardians' times? Discuss why students think it's important to look after the world around us.

Brainstorm some of the ways we can look after the environment. Then, ask students to draw and label their own scene showing how they can care for the environment and what it would look like if they did.

Teaching Notes

Key Learning Intention

Students will learn about the salt, sugar and fats in different foods and begin to find healthier alternatives.

Introduction - Unhealthy nutrients

Read the first two pages of Chapter 2 in the educational storybook as a class. Ask students to look at the main illustration. What's wrong with the people here? Discuss how too much of things like salt, sugar and fat can make us feel unwell - both now and in the future. During this activity, ensure students talk about the following:

- Feeling tired and weak
- Becoming overweight or obese
- Getting dental cavities
- Having trouble exercising
- Having chest pains or heart disease
- Developing diabetes

Activity - What makes food unhealthy?

Ask students what their favourite fruit and vegetables are. Are they raw, canned, baked or dried? Discuss how even healthy foods can become unhealthy when salt, sugar or bad fats are added to them.

In the activity book, students investigate why some snacks are unhealthy. Has too much salt, sugar or fat been added to them? If students finish early, they should come up with some healthy alternatives to these foods.

Gameplay

Students should play the game for 10 minutes. Encourage them to ask for help when they need it.

At Home

Encourage students to look at home for foods that have had too much salt, sugar or fat added to them.

Teach More - How food is packed

Reading through the educational storybook, discuss how many foods we eat have packaging. Do fresh pineapples come in packaging? How about candied, tinned and dried pineapple? Explain how some packaging can hurt the environment.

Conduct an audit into how the food students bring to school is packed: Is there any plastic packaging? Do some foods have more or less plastic than others? What other packaging is there? Afterwards, discuss with students how we can care for the environment through our food choices.

Teaching Notes

Key Learning Intention

Students will be able to explain how the nutrients in food are used in the body.

Introduction - Healthy nutrients

Discuss with students how our bodies need food to be healthy. Ask students to brainstorm what kinds of food can keep their bodies healthy. Then, read through the second two pages of Chapter 2 in the educational storybook to discover some of the good nutrients in foods.

Looking at the cupboard illustration in the educational storybook, ask students to discuss what foods have good nutrients (calcium, fibre, protein), and what foods have bad nutrients (salt, sugar, fat).

Activity - What makes food healthy?

Ask students how often they should eat food with food nutrients like vegetables, fruit and fish? How about food with bad nutrients like lollies, chips and chocolate? Discuss what this could mean for their bodies.

In the activity book, students explore what good nutrients do for our body and what foods we can find them in by filling in the research table. Students can use information in the educational storybook if they need help.

Gameplay

Students should play the game for 10 minutes.
Encourage them to ask for help when they need it.

At Home

Encourage students to look for foods in their cupboard at home that give them good nutrients.
Discuss what they found in class tomorrow.

Teach More - Why we need exercise

Explain to students that it's not just what we eat that affects our health, but also how we move. We need to eat the right foods and get the right amount of exercise in order to stay healthy and strong.

Create a class poster where students draw their favourite physical activity. Throughout the rest of the term, have the class participate in each of the different activities they came up with.

Teaching Notes

Key Learning Intention

Students will explore the three food groups and be able to sort foods into the appropriate food groups.

Introduction - The three food groups

Read the first two pages of Chapter 3 of the educational storybook together. As a class, explore each of the three food groups. Ask students to brainstorm other foods that could be added to each of these groups. Discuss possible patterns among the foods in each category to figure out what each group means. What does the name of each food group mean? What good nutrients come from each group? Ensure students recognise:

- Healthy or Protective = vitamins and minerals
- Energy Giving = carbohydrates
- Body Building = iron and protein

Activity - Balanced meals

In the activity book, students try drawing balanced meals for breakfast, lunch and dinner. Make sure students think about how they can include food from all the food groups to make sure their meals are balanced and healthy. If they need to, students can refer to the educational storybook for ideas.

Gameplay

Students should play the game for 10 minutes. Check that each student understands the Health Bar.

At Home

Encourage students to have a balanced meal with all three food groups at home sometime this week. At the end of the week, ask what they had.

Teach More - Water for our bodies

Explain to students that as well as eating healthy foods from the food groups, drinking lots of water is also part of living a healthy life.

How can we remember to drink lots of water? As a class, come up with a list of reminders to help - e.g. drink water whenever we eat, drink as soon as we get up. Students can make reminder cards to display around the classroom, school and at home to help them remember to drink lots of water.

Teaching Notes

Key Learning Intention

Students will learn about the 'Food and Health Pineapple' and what they need to do to stay healthy.

Introduction - Making healthy choices

Discuss with students how the choices we make can have an impact on how healthy we are, and that there are many things that can influence our health. Read the second two pages of Chapter 3 in the educational storybook as a class.

Explain to students that the guardians' Food and Health Pineapple can help us remember the kind of choices we need to make to stay healthy. Discuss each part of the Pineapple separately with students.

Activity - Food and health pineapple

Students will find a copy of the Food and Health Pineapple in the activity book. They should fill in the blanks to complete sentences about all the healthy behaviors they've learnt, and then match these behaviours to the images in the Pineapple by drawing in the appropriate numbers. Students can refer to the Educational Storybook if they need help.

If they finish early, students should colour in the pictures of the Food and Health Pineapple.

Gameplay

Students should play the game for 10 minutes. Check that each student understands the Health Bar.

At Home

Encourage students to share and discuss the Food and Health Pineapple with their family.

Teach More - Community and health

Discuss with students that in order to stay healthy, we often need some help from other people in the community. Ask students to look at the Food and Health Pineapple in the educational storybook. What people in our family or community help us with each of these healthy behaviours? Have students choose one of these people and write a letter thanking them for their help.

Teaching Notes

Key Learning Intention

Students will investigate local foods and how these relate to their own lives and communities.

Introduction - What is local food?

Explain to students what makes a food 'local'. Ask them to think about the food that is local to them. What kind of fresh foods can they get from the market? Are there any foods that are special to where they live? Have children tried any of these foods? How often do they eat them at home?

On the board, write three headings: 'Our Body', 'The Environment', and 'Our Community'. Ask students to brainstorm why eating local foods are good for each of these things. Document their ideas as they go.

Activity - Your local foods

Students read the first two pages of Chapter 4 in the educational storybook to learn about the benefits of various kinds of local foods (vegetables, fruit, seafood).

In the activity book, students draw some of the local foods they know and write down where they could get them.

Gameplay

Students should play the game for 10 minutes. Remind students that the goal is to have a healthy village.

At Home

Encourage students to talk to their family about the local foods they eat and where they come from. Ask students what they found.

Teach More - People in our community

Ask students to take another look at the map in the educational storybook. Where would they go to find different people in the community? Talk with students about how our community can help us stay healthy and happy. Discuss how there are many different people that we can ask for help when we need it - cousins, neighbours, even the parent of a friend.

As a class, come up with a list of people in the local community. Ask students to draw their own map showing the different places and people in their community.

Teaching Notes

Key Learning Intention

Students will explore the benefits of local foods and the negative effects of junk foods.

Introduction - Eating local foods

Ask students what they ate for dinner the previous evening. Make a list on the board with two headings: 'Meals With Local Foods' and 'Meals Without Local Foods'. As a class, sort each student's meal into one of these categories and discuss the results.

Looking at the second two pages of Chapter 4 in the educational storybook, students explore how the foreign foods that we eat today are often not as healthy as local foods.

Activity - Local food swaps

In the activity book, students brainstorm local alternatives to some packaged foods.

In small groups, students should discuss why local foods are more healthy than packaged foods, and how eating local foods can help the community and the environment.

Gameplay

Students should play the game for 10 minutes. Remind students that the goal is to have a healthy village.

At Home

Encourage students to talk to their family and see if they can try a new local food sometime this week.

Teach More - Getting involved in our community

Ask students to look at the community illustrations in the Educational Storybook. What kinds of things do the people on Rarama Island do together? How do they look after one another? Discuss ways that students could be involved in their community. What might getting involved look like for them? What are the benefits - for them and for the community?

Divide students into small groups. Each group should make a poster about one of the different ways they can help the community. You can display these posters in the classroom or around the school.

Teaching Notes

Key Learning Intention

Students will investigate the importance of meal size and portion control to a healthy diet.

Introduction - Understanding portion size

How does portion size affect us? As a class, students talk about why they think portion size is important for their health.

Read through the first two pages of Chapter 5 in the educational storybook and discuss what happens when we don't eat the right amount of foods from each food group.

Activity - A balanced plate

In the activity book, students draw a healthy meal that has the appropriate portions of each food group. Students can use the information in the educational storybook as a guide.

When they're finished, students should compare their meals with a peer. How did they go? Why do they think portion size is important? Do they think they usually eat the right amounts of all the food groups?

Gameplay

Students should play the game for 10 minutes. Monitor students' food choices as they play - how are they going?

At Home

Encourage students to see if the dinner they have tonight has the right portions of all the food groups.

Teach More - Looking after the sea

Have students look at the flyer and polaroid in the educational storybook. Ask them to consider how taking too much from the sea might impact the environment, now and in the future.

Then, have students brainstorm what they could do to help look after the ocean.

Teaching Notes

Key Learning Intention

Students will learn to make healthy food choices for breakfast, lunch and dinner in their own lives.

Introduction - Eating healthy meals

Take a poll with students raising their hands about the kinds of breakfast they ate this morning. What are the most common breakfasts? Write these on the board. Take another poll on whether students think each of these breakfast options is healthy or unhealthy and why.

Read the second two pages of Chapter 5 in the educational storybook together. Discuss with students how it's important for us to eat healthy meals. Looking at the included meal plan, ask students to identify what makes these meals healthy, and how eating them could help the people of Rarama Island.

Activity - Plan your meals

In the activity book, students plan out some other balanced meals they could eat to stay healthy, and answer some questions about what makes a meal healthy.

Gameplay

Students should play the game for 10 minutes. Monitor students' food choices as they play - how are they going?

At Home

Encourage students to see if they can make a meal they planned in the activity today with their family this week.

Teach More - Protecting the sea

Ask students to imagine what it would be like if there were no plants and animals left in the sea. What would it mean? How would life change? Have students draw a picture showing all the different plants and animals that live in the sea now.

Afterwards, ask students why they hope children in the future will be able to see all the animals and plants they've drawn. Use the content in the educational storybook to revise what they can do to help make sure that happens.

Teaching Notes

Key Learning Intention

Students will investigate places where they can get food.

Introduction - Food sources

Read the first two pages of Chapter 6 in the educational storybook and explore the different food sources on the map of Loloma Island. Ask students where their families get food from. Do they visit any of the places on the map?

Make a list on the board of food sources and the food students get from each place. Then, discuss whether it's possible to get some of these foods from multiple places. Where would be the best place to get each food from?

Activity - Places to get food

In the activity book, students write down some of the different foods they can get from each of the food sources listed.

While completing this activity, encourage students to continue thinking about where they get their food at home from, and whether they could visit other places to get certain foods.

Gameplay

Students should play the game for 10 minutes. Spend some time with students who may be struggling.

At Home

Encourage students to keep a diary this week about where their food comes from and how much they throw away.

Teach More - Getting rid of rubbish

As a class, look at Chapter 6 in the educational storybook. Ask students to identify all the different types of waste they can see. Take students outside to see if they can find and clean up any rubbish in the school.

Back in the classroom, explain to students that even when we put our rubbish in the bin, this can still have an effect on the environment. Ask students to think about why and how they throw things away. Then, create a list of ways they could reduce the rubbish they create.

Teaching Notes

Key Learning Intention

Students will investigate food they can plant at home and explore the benefits of growing their own food.

Introduction - Growing our own food

Read the second two pages of Chapter 6 in the educational storybook together. Discuss why it's good to plant our own food, and how using a planting calendar like the one included could help them decide what to plant.

Ask students to recall the different foods they've learnt about on their journey so far. Have students look through the educational storybook to find as many foods they could plant at home as they can and make a list on the board.

Activity - Planting your garden

Which of the foods in the list on the board would students like to grow in their own garden at home? In the activity book, students draw the foods they would like to plant in the garden template.

Gameplay

Students should play the game for 10 minutes. Spend some time with students who may be struggling.

At Home

Encourage students to talk to their families about the kind of food they could grow at home.

Teach More - Reducing food waste

Ask students to list everything they eat on a normal day. How much of this ends up as waste?

Challenge students to think of ways they can reduce the amount of food waste they produce or alternative ways of disposing of it - e.g. only pour the amount of cereal they will eat, put their apple core in a compost bin. Students can use the educational storybook for help. Then, create a list of these helpful hints and display these in the classroom as a reminder.

Teaching Notes

Key Learning Intention

Students will investigate how cooking methods can impact health.

Introduction - Ways to cook food

Write the word 'Potato' on the board. Ask the students about the different ways that we can prepare and eat a potato. Explain to students that the nutrient levels in the food we eat can change depending on how we cook it such as frying a vegetable in oil, peeling all the skin off etc.

Have students look back at Chapter 2 in the educational storybook to see the different ways that food can change. Then, read through the first two pages of Chapter 7 to learn about healthy ways to cook foods at home.

Activity - Healthy ways to cook

In the activity book, students write up methods for how to cook vegetables in healthy ways (steam, boil, blanch, stir fry, lobo). If they need help, students can use information in the educational storybook for guidance.

Gameplay

Students should play the game for 10 minutes.
Revise the meaning of the Health Bar with students.

At Home

Encourage students to find a recipe for their favourite meal and bring it into class.

Teach More - Healthy relationships

Look at the main illustration on the first two pages of Chapter 7 in the educational storybook. What are the people doing? Ask students if they notice anything about who's doing what in the picture. Encourage students to talk about how men and women, boys and girls, are all helping to make food for one another.

Use this as an opportunity to talk to students about how living a healthy life means having good relationships with the people around us. Talk about how that means everyone needs to look after one another and help out. How can we all help each other at school? How can we help our families at home?

Teaching Notes

Key Learning Intention

Students will explore their family recipes and be empowered to share with their peers.

Introduction - Sharing recipes

Read the second two pages of Chapter 7 in the educational storybook. Remind students that, just like the people from Loloma Island, they were asked to find and bring in a recipe from home.

Ask students to share what kinds of recipes they found. What are some similarities and differences between them? Make a tally on the board recording how many recipes are everyday foods or sometimes foods. What do students like about the recipe they found? Why did they choose to bring them in?

Activity - New recipes

In small groups, ask students to share recipes. Each student should swap with a classmate and copy a new recipe into the template in the activity book. If they can't find someone to swap with, students can choose one of the recipes included in the educational storybook.

Then, ask students to brainstorm ways they can help the environment when they're cooking their own food. Could they use any of their ideas with the cooking methods/recipes they've learnt about this week?

Gameplay

Students should play the game for 10 minutes.
Revise the meaning of the Health Bar with students.

At Home

Encourage students to see if they can cook the new recipe they learned sometime this week.

Teach More - Connecting with others

Have students pair up with their recipe friends again. Encourage students to ask each other questions about why they chose that recipe to bring in to class. What do they like about that meal? Do they have any special memories of eating it? Where did they get the recipe from?

As a class, ask students to share something they learned about their partner. Discuss how cooking and eating together is a great way to connect with the people around us. Encourage students to see if they can help make dinner at home this week, or give them a topic to discuss with their family over dinner.

Teaching Notes

Key Learning Intention

Students will investigate the importance of water and investigate the kinds of diseases associated with water.

Introduction - Why we need water

Ask students to stand up and hold their hand next to their body to show how much water they think is inside of them. Explain to students that their bodies are made up of $\frac{2}{3}$ water, and that there's water in their brain, lungs, blood, skin, bones, muscles.

Then, ask students to think about what might happen to their body if they stopped drinking water. What about if the water they drank was dirty? Read the first two pages of Chapter 8 in the educational storybook to discover what can happen to our bodies if we drink dirty water.

Activity - Water borne disease

Explain to students that not all water is safe to drink, and that if we drink water that isn't clean we might get sick. After reading the first two pages of Chapter 8 in the educational storybook, discuss with students how disease travels and what happens when we drink dirty water.

In the activity book, students translate what they've learnt by filling in a report about one water borne disease listed on the 'Health Alert in the educational storybook.

Gameplay

Students should play the game for 10 minutes. Watch to see if students are feeding the village healthy foods and balanced meals.

At Home

Encourage students to investigate whether the water they drink at home is clean, and discuss with their family how they can tell.

Teach More - A changing climate

Draw an outline of the Earth with the words 'Climate Change' above it. Ask students to add any words or phrases they think of when they see that term.

As a class, read the first page of Chapter 8 in the educational storybook again. What effect has climate change had on this island? What other effects of climate change can they think of? Have a class discussion, adding any thoughts or questions students have to the group drawing.

Teaching Notes

Key Learning Intention

Students will explore sources of drinking water and investigate how water helps our body.

Introduction - Where we get water

Ask students to think about where they can get water from. As a class, make a list of different water sources on the board.

Read the second two pages of Chapter 8 in the educational storybook and see if students can find any other water sources. Is the water from the water sources they thought of safe?

Activity - Drinking safe water

Explain to students that not all water is safe to drink. Discuss with students how we can make sure the water they drink is safe - by filtering, treating or boiling it - with reference to the educational storybook.

Students record what they've learnt about one water source in the activity book and then label an outline of the body with what clean water can do to help us.

Gameplay

Students should play the game for 10 minutes. Watch to see if students are feeding the village healthy foods and balanced meals.

At Home

Encourage students to try tracking how much water they drink in a day.

Teach More - Ways we use water

Ask students to make a list of all the different ways they use water on a daily basis. Talk about how it's important that we look after not just the water we drink, but all the water around us.

Explain how all the water we use eventually leads to the ocean, and how sometimes items that don't belong end up there too. What are some harmful things that are getting into our water? Ask students to draw a diagram showing how the way we use water can bring things like rubbish and chemicals to the ocean. Have students label their diagram with tips on how to better look after the water around us.

Teaching Notes

Key Learning Intention

Students will investigate the importance of physical activity for the body.

Introduction - Exercise and healthy eating

Read through the first two pages of Chapter 9 in the educational storybook as a class. Discuss how exercise helps us use all the energy we get from our food. Talk about what happens if we don't use that energy (e.g. we can gain weight, get sick), and why regular physical activity is important.

Then, look at the 'What Does 2000 Calories Look Like' flyer. Explain how what we eat can change the amount we need to exercise to use up that energy. Discuss with students how foods in the green and red sections of the flyer are different, and what this means for how we exercise.

Activity - Get moving

In the activity book, students should draw their favourite kinds of physical activities when they're inside and when they're outside, and brainstorm some ways they and the people on Totoka Island can stay fit.

When they're finished, students should label their drawings to show how the activities they've drawn help our bodies stay healthy.

Gameplay

Students should play the game for 10 minutes. Spend some time with students who may be struggling.

At Home

Encourage students to talk to their friends and family about their favourite ways to stay physically fit.

Teach More - Caring for the environment

Ask students what they do at home to keep their house clean. Explain that just like we keep our house clean, we also have to keep the earth clean. Discuss how a lot of the activities we can do to stay fit can also help the environment. Can they think of any examples?

As a class, brainstorm ideas about how students already look after the environment, as well as other things they could do in the future.

Teaching Notes

Key Learning Intention

Students will explore different kinds of exercise and how these can be integrated into their own lives.

Introduction - Unusual ways to get moving

Divide students into small groups and set up exercise stations around the room. At each station, students will need to do a physical activity - dancing, jumping, running on the spot, stretching, etc. After one minute, have groups move on to the next station. Keep going until each group has tried all the different activities.

Read through the second two pages of Chapter 9 in the educational storybook. Ask students to find all the ways that people are being physically active in the main illustration. Then, explain to students that we don't have to do special activities to stay healthy. Together, brainstorm some unusual ways to stay fit.

Activity - Ways to stay fit

In the activity book, students identify different exercises by matching the images to their names. Then, students brainstorm five unusual ways that they could be active throughout the day - e.g. dancing, walking to a friend's house, going to the park, swimming, etc. Students can look at the educational storybook for help.

When they're done, students should pair up and share their unusual ways of staying active with one another.

Gameplay

Students should play the game for 10 minutes. Spend some time with students who may be struggling.

At Home

Encourage students to do 30 minutes of exercise with someone in their family this week.

Teach More - Protecting the environment

Using the 'Help the Environment' flyer in the educational storybook, discuss with students how small changes to our everyday actions - such as conserving water or reducing the use of plastic - can have a big impact on the world around us.

Together, create a list of reminders for environmentally friendly habits. In small groups, have students create posters for each of these habits that can be displayed in the classroom or around the school.

Teaching Notes

Key Learning Intention

Students explore the importance of the sea and how we can care for and protect it.

Introduction - Importance of the ocean

Read the first two pages of Chapter 10 in the educational storybook. In small groups, ask students to investigate the ocean illustration to discover some of the special creatures in the ocean. Then, ask students to make a list about how our actions might affect these creatures - overfishing, rubbish in the ocean, water pollution, etc.

Encourage students to think about whether they'd like to protect the ocean and why. Together, make a list of things that you can do as a class to help look after the sea.

Activity - Looking after the sea

In the activity book, students draw the different reasons why the sea is important to us. These could include: home to lots of different animals, source of local foods, a place for us to play, where some people work, connected to the water we use, a place of beauty, etc.

Ask students to choose their favourite ideas about how to protect the ocean and write these in the activity book.

Gameplay

Students should play the game for 10 minutes.
Revise how eating good foods helps our village - and us too!

At Home

Encourage students to talk to their family about what their favourite ocean memories are. We need to remember why it's important!

Teach More - Reduce, reuse, recycle

Looking at the 'Reduce, Reuse, Recycle' graphic in the educational storybook, ask students to come up with some ways that they could reduce, reuse or recycle things in their own lives. Encourage students to be creative and think outside of the box.

Ask students to start collecting some everyday household objects that would usually be thrown away - e.g. water bottles, scraps of paper, food wrappers, etc. Once enough objects have been collected, divide students into small groups and have them create an art project with what they've collected.

Teaching Notes

Key Learning Intention

Students explore the importance of the land and how we can care for and protect it.

Introduction - Why forests matter

Read through the second two pages of Chapter 10 in the educational storybook as a class. Ask students to look at the main forest illustration and identify ways forests are important - e.g. home to lots of plants and animals, help clean the air, a source of local food.

Then, have students look at the cave painting about what has happened to forests over time. Discuss why we need to look after the land so we can stay happy and healthy. Together, make a list of things that you can do as a class to help care for the environment and hang it on the wall.

Activity - Helpful habits

Using what they've learnt in this chapter, students colour in and label their own diagram about how the land and sea help us in the activity book.

Then, ask students to choose three ways that they are going to protect the environment. Students should write these in the activity book, and also share them with the class.

Gameplay

Students should play the game for 10 minutes. Revise how eating good foods helps our village - and us too!

At Home

Encourage students to share what they've learnt with their family by making a plan about what they can do to care for the environment.

Teach More - Thinking and eating local

After reading Chapter 10 in the educational storybook, ask students how they think what they eat could affect the environment. Do they think eating local foods would help? How?

Ask students to choose three local foods they would like to eat. Have them draw these foods, and then create a diagram that shows how eating each of them helps their body, our community and the environment. Encourage students to look at earlier chapters in the educational storybook for ideas.

Teaching Notes

Key Learning Intention

Students investigate climate change and what impact it has on themselves and their community.

Introduction - Understanding climate change

Read the first two pages of Chapter 11 in the educational storybook. Then, carry out a class investigation on climate change. What is climate change? What causes climate change? What activities cause climate change? What are the effects of climate change?

Use the illustrations in the educational storybook to assist, draw diagrams on the board to demonstrate what students discover. Record any questions students have about climate change, and discuss where they could go to find out more information.

Activity - Our changing world

Ask students to imagine two futures: one where the environment is cared for, and one where it is not. What do they think about each of these options? What effect would each have on their health, their community and the world around them?

In the activity book, students should create and label two pictures to show what the environment will look like when it's not cared for, and what it could look like if it is.

Gameplay

Students should play the game for 10 minutes. Quiz students on what makes a food good or bad (salt, sugar, fat).

At Home

Encourage students to ask an older family member how the environment has changed in their lifetime.

Teach More - The climate and our health

Looking at the first two pages of Chapter 11 in the educational storybook, explain to students that changes in the environment can also have an impact on our health. Can they think of any examples?

Ask students to draw a flow chart showing how the following effects of climate change could affect our health: rising temperatures, more extreme weather, rising sea levels, and changes in the atmosphere.

Teaching Notes

Key Learning Intention

Students are empowered to create a more sustainable future.

Introduction - Fighting climate change

As a class, read through the second two pages of Chapter 11 in the educational storybook. Looking at the main illustration, ask students to identify different ways we can take action against climate change. Are any of the things they see new? Discuss any ideas that students have not thought about before.

Talk about how every small action matters, and that students can have a difference by making changes in their own lives, and talking to other people about how important the environment is to us. Come up with a list of things that we can do alone or with others.

Activity - Taking action

Encourage students to think about how their actions can have positive or negative effects on the environment. In the activity book, students should draw and label three actions that could hurt the environment, and three actions that could help it.

Conclude the lesson by empowering students to come up with a list of five everyday actions that you could practice as a class. Have them sign a pledge to serve as a reminder and refer to throughout the school year.

Gameplay

Students should play the game for 10 minutes. Quiz students on what makes a food good or bad (salt, sugar, fat).

At Home

Encourage students to discuss what they've learned in the past two lessons with their family. What could they do at home to help the environment?

Teach More - Being a good citizen

Take the students for a walk around the school. Ask students to think about the school and the needs it may have. As they walk, students in small groups should think of some ways that they could make a difference for the school. Some ideas could include gardening, picking up litter, helping other students.

Back in the classroom, groups should discuss the need they found, and make a plan for how they could help. At the end of the lesson, groups should present their ideas to the rest of the class.

Teaching Notes

Key Learning Intention

Students will use their knowledge of healthy eating and nutritious foods to create and plan a healthy meal.

Introduction - Leading a healthy lifestyle

Read through the first two pages of Chapter 12 in the educational storybook. As a class, reflect on everything you've learnt on your journey through the program.

Then, in small groups, ask students to figure out what all the different symbols in the main illustration mean. Remind students that this illustration contains all the secrets and healthy behaviours they've learnt from the guardians, and that they should look back through the educational storybook for clues.

Activity - Healthy and unhealthy meals

Using the educational storybook as a reference, students draw examples of unhealthy and healthy meals in the activity book. When they're finished, encourage students to compare their meals with a peer and discuss what makes each meal unhealthy or healthy.

Gameplay

Students should play the game for 10 minutes. Watch students' food choices to see how much they've learnt.

At Home

Encourage students to talk to their family about healthy food swaps they can make at home.

Teach More - Being healthy together

Looking at Chapter 12 of the educational storybook, ask children to think of some other ways that they could share what they've learnt and help other people make healthy choices.

Explain to students that they have an important role to play in their own community. Encourage students to think of five different ways they could help the people in their community adopt healthy habits, and five different ways how people in their community can or do help them to live a healthy life.

Teaching Notes

Key Learning Intention

Students will be able to explain what contributes to a healthy lifestyle.

Introduction - Healthy habits

Read the second two pages of Chapter 12 in the educational storybook as a class. Look at the postcards and pictures. On the board, record the healthy habits students learned about at each island. Have a discussion with students about whether they've adopted any of these healthy behaviours. Ensure students discuss:

- Rarama Island: Eating balanced meals made from local foods
- Loloma Island: Planting our own food and cooking food in healthy ways
- Totoka Island: Drinking clean water and getting lots of physical activity
- Guardians' Island: Looking after and protecting the environment

Activity - Living a healthy life

In the activity book, students create a poster by writing, drawing or gluing images about all the healthy living secrets they've learnt from the guardians. Students can refer to the Educational Storybook if they need to.

This activity can be used as an assessment piece by asking students to justify the things they included.

Gameplay

Students should play the game for 10 minutes. Watch students' food choices to see how much they've learnt.

At Home

Encourage students to share their poster with their family and talk about how they can live a healthier life.

Teach More - A bright future

Ask students to draw a picture of what they want their future to look like. Encourage them to include what they will be doing, how they will feel, who they'll be with, and what the land and sea will look like.

Underneath or on the back, students should write 'My future has...' followed by three things they want in their future.

Teaching Notes

Further Information

This guide has been designed to give you everything you need to roll out *Beyond the Stars* in your classroom or school. In this section you will find more information about the *Beyond the Stars* team, what to do if you need assistance, and how you can share your experience with others.

Who we are

S1T2 stands for Story 1st, Technology 2nd. We are a creative technology company who believe that stories are the most powerful way we have to understand ourselves and the world around us. We also believe that technology can enrich the way we tell and experience stories. And that's what we're here to prove.

For over ten years, we have been developing innovative new ways to tell stories through technology. While we're based out of Sydney, Australia, over recent years we've spent a lot of our time working with local communities across the Pacific Islands to tell their stories and share our approach.

We're proud to be creating and delivering programs like *Beyond the Stars*. This program, and others like it, prove how the combination of story and technology has the power to solve some of humanity's most complex challenges, and make a real difference to the lives of people all over the world.

You can find out more about S1T2 at www.s1t2.com.au.

Getting help and sharing your experience

This handbook has been designed to provide all the information you will need to get started with *Beyond the Stars* in your classroom or school. However, if you have any questions or concerns that you feel we haven't covered, please let us know so that we can help you and your students get the most out of the program.

We love to hear about the experience of students, teachers, schools and communities rolling out *Beyond the Stars*. If you have any questions, comments or feedback, email us at beyondthestars@s1t2.com.au.

