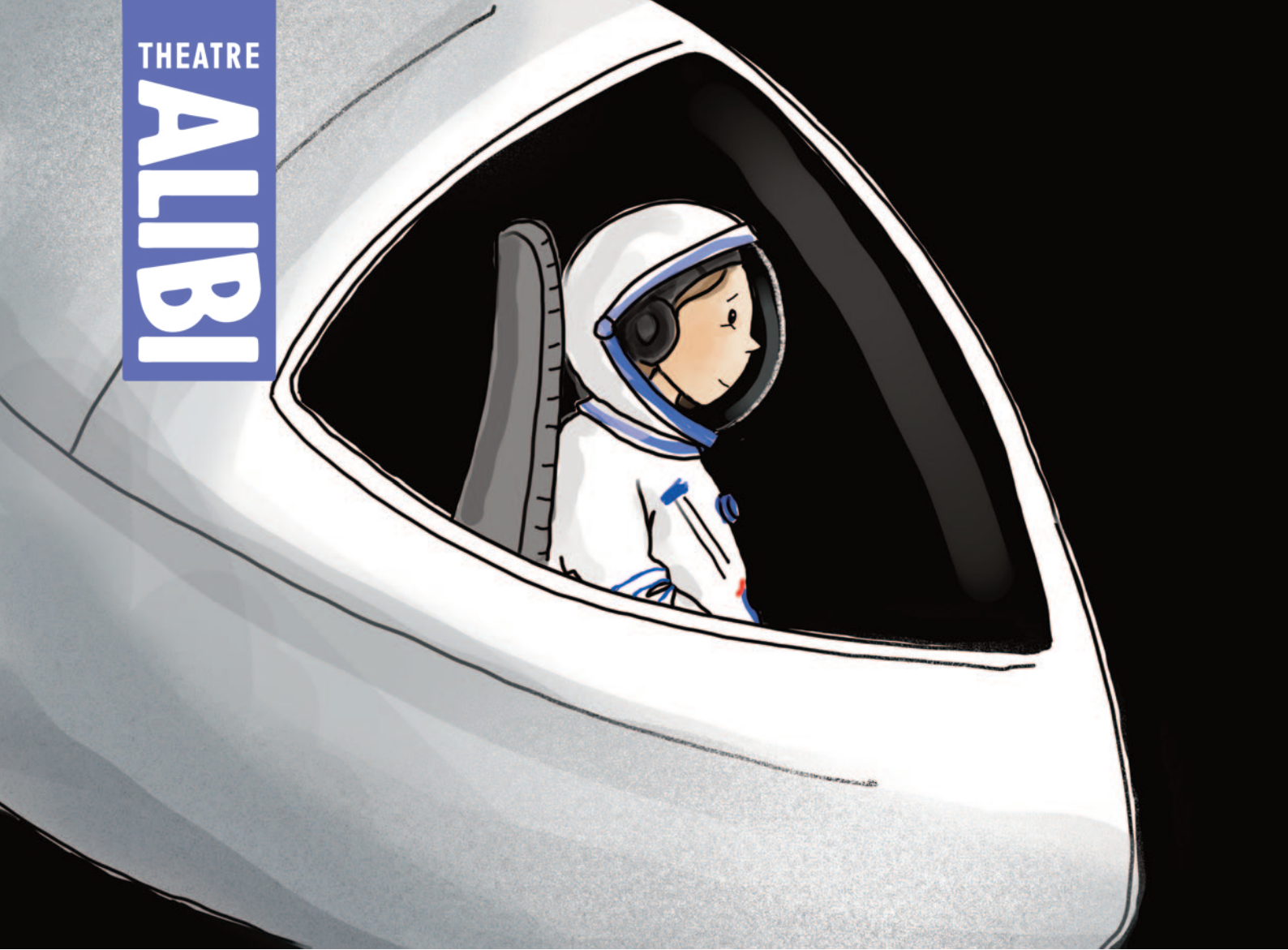


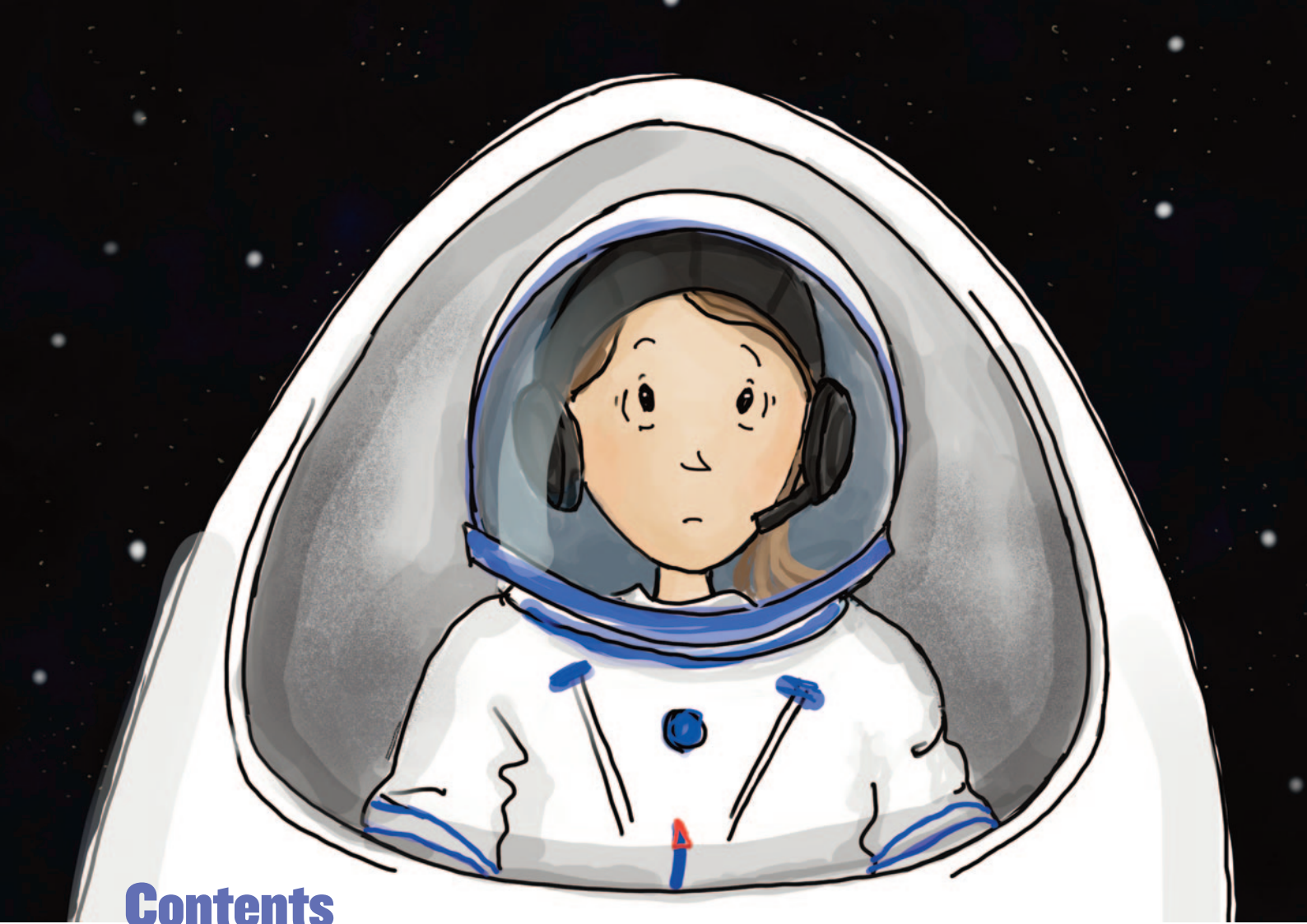
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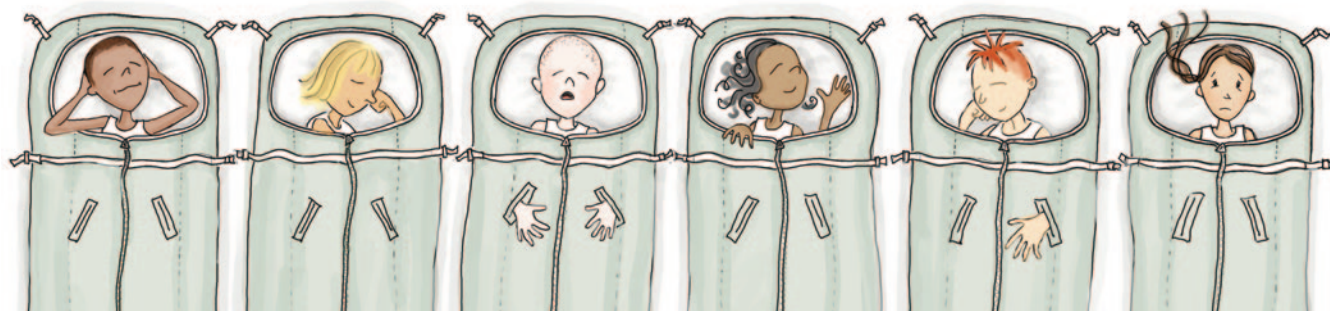
Down To Earth

Teacher Resource Pack created by **Isabella Mead**
Illustrations by **Trina Bramman**



Contents

DESCRIPTION	PRE /POST SHOW	CURRICULUM LINKS	PAGE
EARLY YEARS AND FOUNDATION STAGE			
1 Introducing the topic of space through a story from world oral traditions	Pre-show	<i>Communication and Language; Understanding the World; Expressive Arts and Design; Physical Development</i>	
2 Introducing key concepts to enable pupils to engage with <i>Down To Earth</i> through discussion, story, and games	Pre-show	<i>Communication and Language; Literacy; Expressive Arts and Design; Physical Development</i>	
3 Exploring themes of loneliness and friendship through Oliver Jeffers' picture book <i>The Way Back Home</i>	Post-show	<i>Communication and Language; Understanding the World; Literacy; Personal, Social and Emotional Development</i>	
4 Exploring ways to cope with emotions including loneliness, isolation and fear through guided imaginative play *Uses 5 Ways To Wellbeing*	Post-show	<i>Literacy; Personal, Social and Emotional Development; Physical Development</i>	



DESCRIPTION	PRE /POST SHOW	CURRICULUM LINKS	PAGE
KEY STAGE 1			
1 Introducing the topic of space and themes of teamwork and friendship through a story from world oral traditions	Pre-show	Literacy; Drama; PSHE	
2 Exploring the use of stars as a metaphor for wishes, hopes and dreams through song lyrics and drama	Pre-show	Literacy; PSHE; Art and Design; Drama; Music	
3 Exploring themes of loneliness and friendship through Oliver Jeffers' picture book <i>The Way Back Home</i>	Post-show	Literacy; PSHE; Drama	
4 Exploring ways to cope with emotions including loneliness, isolation and fear through discussion, games and practical making tasks *Uses 5 Ways To Wellbeing*	Post-show	PSHE; Literacy; Art and Design; Science	
KEY STAGE 2			
1 Exploring the use of stars as a metaphor for wishes, hopes and dreams through literacy activities including poetry and song lyrics	Pre-show	Literacy; PSHE; Art; Music	
2 Understanding the Overview Effect through literacy activities including poetry	Post-show	Science; PSHE; Literacy	
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4 Exploring the 5 Ways to Wellbeing through discussion and creating a Wellbeing Package for Janet	Post-show	Literacy; PSHE; Art and Design	

Introduction

2020 has been an extraordinary year for everyone.

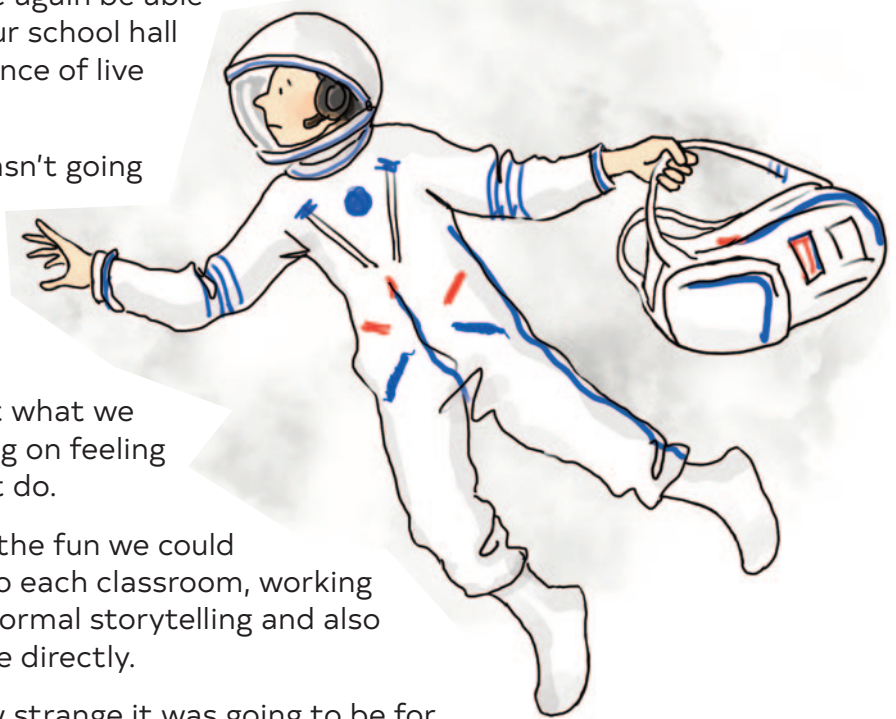
Here at Theatre Alibi, we were sad to have to postpone our planned tour of a new play called *Home* which we wanted to bring to schools this autumn. It's a great story, and one that deserves a proper theatrical production – with the set, costumes, props, actors and live musician you are used to seeing in a Theatre Alibi show. We hope that when we can bring it to you, you will once again be able to gather all together in your school hall to enjoy the shared experience of live theatre performance.

But we knew that it just wasn't going to be possible to perform like that this year because of the restrictions in place to help prevent the spread of Covid-19.

So we began to think about what we *could* do, instead of focusing on feeling sad about what we couldn't do.

We started thinking about the fun we could have, sending one actor into each classroom, working in character doing some informal storytelling and also interacting with pupils more directly.

We also thought about how strange it was going to be for many pupils coming back to school after 6 months of remote learning – or coming back to school with everyone when they had only been in very small groups throughout the period of lockdown.



We thought about what the experience of lockdown must have been like for lots of people and wondered if we could help pupils to process their feelings and experiences as well as to help teachers find creative ways to build up their pupils' resilience and positive mental health and wellbeing.

And so the project *Down To Earth* was born.

Living on the International Space Station with just a small group of colleagues; where there are strict safety measures and the danger is very real; where you are far from home, and friends, and loved ones;

where you can't leave for a long time – it all felt like the perfect analogy for our experiences in lockdown.

When you meet Janet, you will find that there are plenty of interesting facts about living in space that creep into the stories she will tell your class. These have all been carefully researched and you will find activities in this resource pack that link to aspects of the science curriculum. There are also activities that link to literacy, as we know that these are always popular.

However, one of the key purposes of our project *Down To Earth* and this accompanying resource pack is to find ways to explore issues relating to mental health and wellbeing for you and your pupils. Several of these activities use suggestions from 5 Ways to Wellbeing.

These are five key concepts that research suggests can help promote positive mental health and wellbeing. You can find out more about these via the following links:

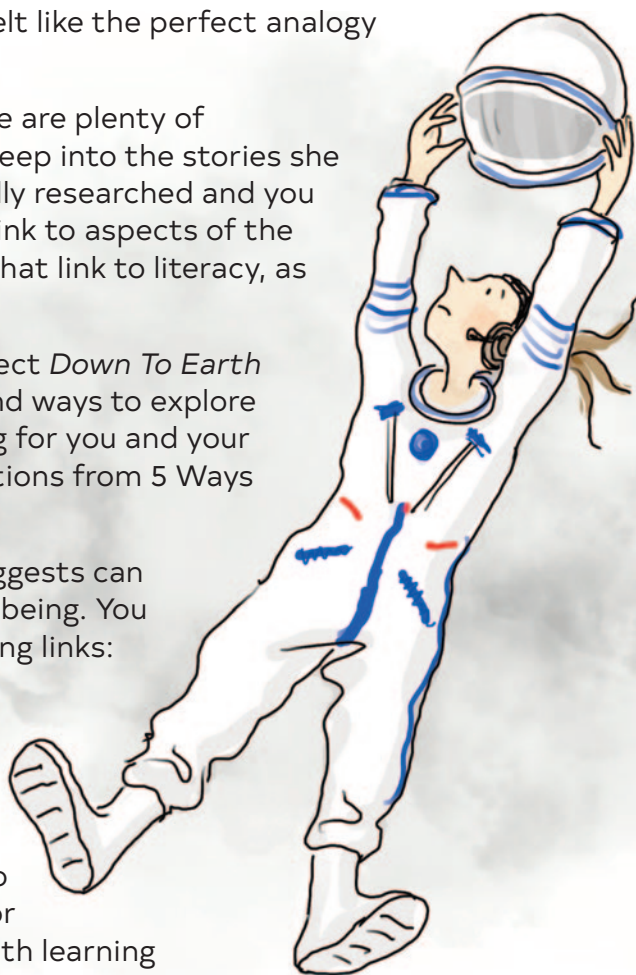
<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>
<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Because we didn't want to make the pack too long, there is a short selection of activities for each key stage that are described in detail with learning objectives and outcomes and accompanied by ready-to-use resources, like worksheets.

Some activities also have suggestions for additional things to do, including Art and Design based making activities, without going into great detail, as we know that many of you will have lots of space-themed crafts already up your sleeve.

There is also a list at the end of this pack of additional resources that you might like to use, including links to online interactive resources for exploring many aspects of the STEM curriculum via the topic of space as well as lots of space-themed story books for more literacy work.

Finally, given the nature of this project, we have allowed time in the actor's working week for them to reply to any letters, emails or messages that your class sends to us. We would love to see any work that you do inspired by *Down To Earth* and promise that Janet will reply in character. We hope that this will be an added incentive for pupils when working on creating Janet's Wellbeing Package!



Early Years and Foundation Stage Activities

EYFS ACTIVITY 1



Learning Objective: To introduce the topic of space;

Learning Outcome: To know a story from world oral traditions;

Curriculum Links: Communication and Language, Understanding the World, Expressive Arts and Design, Physical Development

Key Words: Myth, Stars.

Sing

- Sing the classic nursery rhyme with actions:

*Twinkle Twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are.*

Listen

- Explain that you are going to tell a story about a time when the stars really were once diamonds.
- Tell the Navajo myth (Resource EYFS - 1.1) which tells how the stars first came into the sky. It is best to memorise the story and tell it in your own words than read from the sheet. You could use props, such as a puppet for Coyote, a bag of jewels, a black sheet. Or just as effectively, you can use gestures, actions and facial expressions.

Play

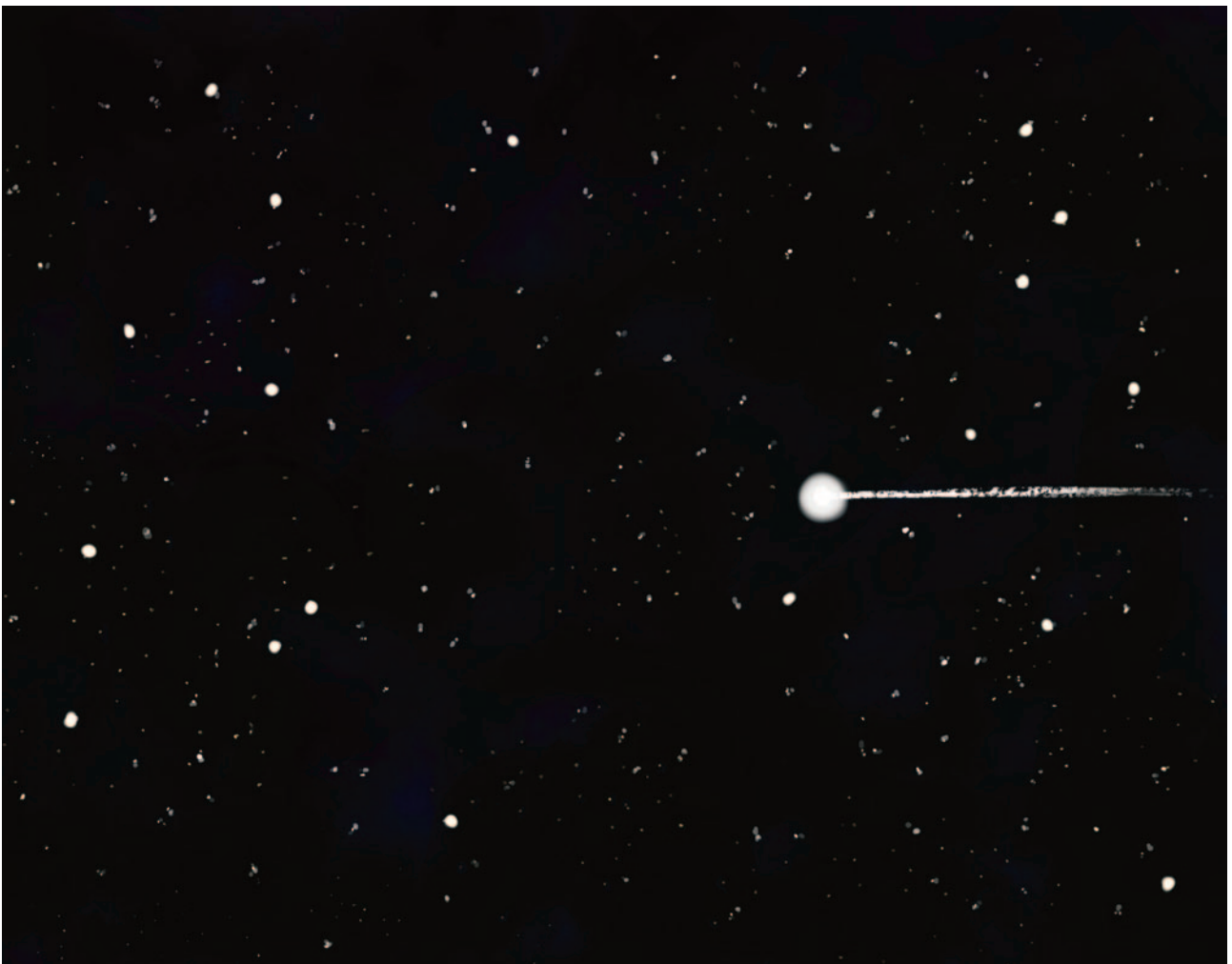
- Look at a picture of a Coyote (Resource EYFS - 1.2). Discuss the way Coyote looks and might move.
- Students stand up and find a space in the room and try to be a Coyote based on the pictures and discussion.
- Retell the story to the class in second person, using the Resource EYFS - 1.3 prompt sheet.
- The students stand up and find a space in the room. Each acting as the character of Coyote, they move around the room, miming along to your words.

Discuss

- End the session by sitting in a circle (as per the Resource EYFS - 1.3). Coyote and First Woman couldn't change what Coyote had done, because the stars were too far away for them to catch.
- But some people really do travel into space to get a closer look at stars! They are called Astronauts. See if you can remember this word for next time.

Extension

- **Art and crafts:** Create a picture of the night sky, make a collage of Coyote, or decorate stones to look like First Woman's star-jewels.
- **Literacy:** Share more stories; see the Resource KS1 - 1.1 and KS1 - 1.3 for some more tales from oral traditions.
- **Numeracy:** Set a task to do at home: look at the night sky and count how many stars you can see.



Resource EYFS - 1.1

How the Stars Came into the Sky ¹

A folk tale from The Navajo Nation. This is a First Nations territory occupying portions of North-Eastern Arizona, South-Eastern Utah, and North-Western New Mexico in the United States of America.

This story happened a long, long time ago, before there were stars in the sky.

There were no people; there was just the First Woman.

There were lots of animals and birds, including Coyote.

One day, Coyote went to go and see First Woman.

She was busy. She was taking jewels from her bag and placing them carefully onto the black night. She was making beautiful patterns.

Coyote looked at how the jewels shone across the dark sky.

'What are you doing?' asked Coyote.

First Woman explained that she wanted to create patterns that would show the laws of Navajo to all the people. She was placing the stars in specific places so that the people could understand the laws perfectly.

'Can I help?' asked Coyote.

'You may,' laughed First Woman. She handed Coyote a jewel and told him exactly where to place it. He placed it carefully into the night, precisely where she had asked.

She handed him another and he set that one there too.

'Slowly,' said First Woman. 'It needs to be absolutely in the right place.'

And another.

And then another.

And another.

Soon, he got a little impatient. 'This is boring!' he cried. 'It's taking for ever and my paws are tired!'

First Woman told him it takes time and care to set forth the important laws of the People.

But Coyote wasn't patient. He couldn't wait to finish the important task.

Suddenly, he shot out his front paws and grabbed First Woman's bag of jewels and flung them into the night, ruining the deliberate patterns created by First Woman.

First Woman cried because there was no way to change what Coyote had done.

That is how the stars came into the sky.

¹ Further information on the background of this story: <https://www.storymuseum.org.uk/1001-stories/how-the-stars-came-into-the-sky>

Resource EYFS - I.2



<https://search.creativecommons.org/photos/b0bf000f-f420-42d9-8102-c2fca5e86366>



<https://search.creativecommons.org/photos/237b1d3d-5f55-4451-9966-dd6bebf26305>



<https://search.creativecommons.org/photos/be1854bf-c11e-4cab-8caa-022821acd418>

Resource EYFS - 1.3

Your script

Student action

You are Coyote. You are asleep, curled up in a cosy den.

Mime being asleep.

Now, you can wake up and stretch. Look up – it's dark! Look up at the big, wide night. Try to hold all the night in your paws – you can't! You feel so small compared to the dark!

Mime waking up and looking at the night. STRETCH arms to see how wide it is.

Ooh – what's that – a light across the sky? Can you try to reach it?

Jump to try and catch the light in the sky.

Oh – you've seen another one in the other direction – try to catch it.

Mime noticing another star, try to catch it – move across the room, arms outstretched.

Oh – better stop. (*Lower your voice*). You've just seen First Woman! Ssh! Walk slowly up to her so you don't disturb her.

Pad like a fox across the floor, imagine First Woman in front of you.

Now – settle down and watch. Look! She is taking jewels from her bag and putting them in the sky. What beautiful patterns! Look at the sky and all the patterns the jewels are making.

Hunker down to a seated position and mime a sense of wonder at seeing all the stars.

She's happy you will help her! Take one of the jewels from her bag and place it – v-e-r-y carefully – in the sky.

Do so.

Oh! She is pleased! You did exactly as she asked! Give yourself a pat on the back with your paw.

Do so.

Now take another, and... ssh.... ve-r-r-y slowly, put it in the right place.

Do so.

And another (Repeat).

Do so.

Oh – your paws are starting to ache. Ow! Give them a shake.	Make pained expression and shake paws.
And this is getting so boring now!	Make a dramatic sigh, shrug shoulders and whine, "This is BOR-ING!"
Aha – you have an idea!	Make lightbulb action over your head and say, 'BING!'
You are going to creep – very slowly – up to the bag of jewels in front of you. Sh! So that First Woman doesn't notice!	Slink very slowly to the imaginary bag of jewels.
Now – shoot out a paw and empty the entire bag into the sky!	Do so.
Oh – what have you done? First Woman is crying! Give her a comforting pat with your paw.	Make sympathetic face and comfort the imaginary First Woman.
But – Wow! – look at the sky! It is so beautiful with all the stars!	Stretch out arms and look 'up' at the sky.
What can you see? How many stars can you see? What colour are the stars? What shapes are the stars making?	Individuals describe the stars they can see – how many, what colours, what shapes.
Now – let's try to catch the stars.	Jump up and down, stretch, try to catch the stars.
Oh – we can't do it! They are too far away. But let's sit in a circle.	Stop jumping and sit in a circle.
We can't reach the stars, but some people can travel into space to try and get a closer look at them. They are called Astronauts.	Repeat the word: "Astronauts"

EYFS ACTIVITY 2



Learning Objective: To introduce astronauts, rockets, and the international space station;

Learning Outcome: To explore what it's like to be an astronaut through stories, music and movement;

Curriculum Links: Communication and Language, Literacy, Expressive Arts, Physical Development.

Key Words: Empathy, Astronaut, Rocket, International Space Station.

Find Out

- Look at the picture of the astronaut (Resource EYFS - 2.1)
- Students identify what the astronaut has: e.g. space suit, helmet, boots, gloves.

What is an astronaut?

People are curious about the sky and want to travel there.

An astronaut can travel into the sky in a rocket to take a closer look at the planets, moons and stars.

- Explain what an astronaut is.

Listen

- Read Michelle Robinson's *Goodnight Spaceman* or watch a filmed reading on Youtube.

Discuss

- Reflect on the story as a class:
 - What does the astronaut in *Goodnight Spaceman* do in Space? Draw attention to the International Space Station.
 - How does the astronaut seem to feel about Space?
 - Would you like to go to Space?

Play

- Play a call and response game and sing *I Am An Astronaut* song (Resource EYFS - 2.2)



Listen and move

- Find themed songs, such as the following:
 - Zoom zoom zoom! *We're Going to the Moon*
<https://www.youtube.com/watch?v=DEHBrmZxAf8>
 - Astronauts by Bounce Patrol
<https://www.youtube.com/watch?v=HSYaEBcl8xl>
 - Space Song Rocket Ride – Barefoot Books
https://www.youtube.com/watch?v=SAHy_2IFFGA
 - David Gibb – *I'd Like to Make a Rocket with the Things in my Pocket*
<https://www.youtube.com/watch?v=3TY8YNhHK8Y>
- As a class, clap along to the songs, or use musical instruments to the beat.
- Join in the actions of the songs, and/or invent your own movements.

Discuss

- So – how does it feel to be an astronaut? Fun? Exciting? Scary? Share ideas with a partner or a class.
- Write down the words to display in the classroom. We are going to be returning to this theme in Activity 4 so the students can see how their perspectives have developed.
- Recap words – Astronaut – Rocket – International Space Station.

Extension

- **Music and Movement / Science:** To land back on Earth, astronauts have to use a parachute. Play parachute games as a team.
- **Literacy:** Share more stories; see the resource KS1 - 1.1 and KS1 - 1.2 for some more tales from oral traditions.
- **Art and Design:** Create your own rockets from craft materials.

Resource EYFS - 2.1



<https://search.creativecommons.org/photos/6007b497-46ff-4ab4-b254-bac45d561dde>

Resource EYFS - 2.2

Your script

Student action

Are you ready to be an astronaut?

Shout 'Yes!'

First you need to make sure you are ready for a long ride in a rocket. Let's see if we can loosen up ready for all the gear we have to put on.

Stand up and shake: arms, legs, hands, feet, torso.

Put on your space suit. It's like a onesie!
Legs – arms – zip it up – that's right.

Mime putting on a space suit.

Now we need to put on your space boots.
They are ve-r-y heavy. Can you try to walk in them?

Mime putting on space boots and walking 'heavily' around the room.

Now we need to put an oxygen tank on your back – some one else will need to do this for you.
And now the water tank!
And now the battery! In space, we're a bit like a phone or laptop – we will need charging!

Find some one to mime putting the oxygen tank on their back – then the water tank – and then the battery.

Nearly done. We need to put on our helmet. That's right – click underneath. Are you comfortable?
Shake your head from left to right! Can you see?
Find someone to say 'hello!' to and check you can see!

Follow instructions.

Now – the last thing – we need to put on our special space gloves. First, give your fingers a little exercise!

Make jazz hands to loosen up the fingers.
Mime putting on space gloves.

OK, we are ready!
Let's sing our special Astronaut song!
Sing song (to the tune of '*Heads, Shoulders, Knees and Toes*') and point to each imaginary article as you sing:

Sing song (to the tune of '*Heads, Shoulders, Knees and Toes*') and point to each imaginary article as you sing:

I am an astronaut, astronaut!
I have my space suit, space suit,
And helmet, gloves, and heavy boots!
I have my space suit, space suit!

EYFS ACTIVITY 3



Learning Objective: Explore themes of loneliness and friendship through Oliver Jeffers' *The Way Back Home*;

Learning Outcome: Discussion and hotseating to nurture deeper understanding of the main themes;

Curriculum Links: Literacy, Understanding the World, Communication and Language, Personal, Social and Emotional Development;

Key Words: Empathy, Friendship, Care, Loneliness.

Listen

- When you met Janet, she explained how she landed at your school because she was looking for her home. She missed her family and friends. It can be lonely in space without familiar things. Let's read a story about another character who went to space but wanted to go home.
- Read *The Way Back Home* (Oliver Jeffers, 2007) or watch a reading on Youtube.



Play

■ Hotseat

- One student can sit in a chair and be the boy, or the Martian. Alternatively you may like to use a puppet, which can be a way to protect the students' inhibitions. The puppet can then 'whisper' answers to you which you can translate for the class to hear.
- Ask the class: What can we say to someone when they look lonely? Others think of comforting things to say to the boy, or the Martian when he felt lost, or to Janet when she felt lonely in Space. Everyone else repeat.
- Are there any questions you could ask the boy, or the Martian? Focus on feelings. For example:
 - How did you feel when you saw that you were not alone?
 - (To the boy): How did you feel when you reached Earth for the second time?
 - (To the Martian): How did you feel when you were waiting alone for the boy to come back?
 - Are you going to stay in touch with the Martian / the boy? Why or why not?

Discuss

■ Discuss in pairs or as a class and feed back:

- Tell a partner how you would help them if you were lost on the moon like the boy. Share ideas.
- Can you remember what Janet said about loneliness on her visit? What does she do when she misses her family?
- During lockdown, you may have felt sad and missed your friends. What did you do to cheer yourself up?

Extension

■ Literacy: Explore other picturebooks on the topic of space:

- Nathan Bryon and Dapo Adeola, *Look Up* (2019)
- Pippa Goodhart & Nick Sharratt, *You Choose in Space* (2003)
- Malorie Blackman, *Space Race* (1997)
- Simon Bartram: *Man on the Moon: A Day in the Life of Bob* (2004).



EYFS ACTIVITY 4



Learning Objective: To explore ways to cope with the emotions of being in space through a focus on 2 of the 5 Ways to Wellbeing: Connect and Give

Learning Outcome: Use guided imaginative play to explore the concepts.

Curriculum Links: Personal, Social and Emotional Development, Literacy, Physical Development.

Key Words: Empathy, Loneliness, Connect, Give

Discuss

- Discuss as a class:
 - Janet told us lots of information about life in space. What can you remember?

Play

- We are going to go on our own journey to the International Space Station, just like Janet.
- Repeat exercise from Activity 2: Resource EYFS - 2.2.
- Work through the steps from Resource EYFS - 4.1 exploring life on a rocket, to landing at the ISS, to coming back to Earth.

Discuss

- Discuss as a class or in groups and feed back:
 - So – how did it feel to be an astronaut? You could use a word bank to elicit more words.
 - Did you have different feelings?
- Write down the words to display in the classroom. Look back at the words you displayed from Activity 2. Has anything changed?

Extension

- **Expressive Arts:** Make a gift for Janet to keep her happy while she is in space.
- **Science:** Watch *Wallace and Gromit: A Grand Day Out* for an explanation of microgravity in Space.

Resource EYFS - 4.1

Your script

Student action

Take Off

Climb the steps to your rocket ship.
Strap yourself in.
Take a deep breath!
Let's have a class countdown.
Can you count from 1-10 backwards?!

Arrange chairs without tables in the room.
Everyone has their own chair.
Climb imaginary stairs around the chair.
Sit in the chair.
Class countdown to take off from 10-9-8-7-6-5-4-3-2-1
Rock around the chair, judder about through the impact.

In the Rocket

Now – we can calm down because we are far in the sky and it's all calm.
Look outside the window in your telescope!
What can you see?
Ah – I think I see something! Let me take a closer look – it's not a star – ah, it's the International Space Station! That's what we are aiming for!
Let's aim for it....
We need to aim very carefully to dock there...
We have done it!
Cheer!

Make 'telescope' hands.
Individuals give descriptions of the different stars they can see.
Heads down, maybe Brace position, move towards the ISS...
Cheer.

First day at the ISS

You have landed at the ISS.
You have lots of work to do. Busy busy busy
First you must strap yourself in so that you don't waft around in the air!
You are thirsty! Can you remember how Janet drank?
Now you are hungry! Can you remember what Janet ate?
Oh no – there are crumbs floating in the air! We had better clean it up in case it gets in the equipment!
Do some hoovering.
Oh no – we need the toilet (*you can leave this bit out if you want!*)
What a busy first day! Time to sleep!
Can you remember what Janet's bed was like? Let's get the bed ready.

Strap yourself in.
Recall how Janet drank in space, and make according actions and sound effects.
Recall what Janet ate in space, and make actions and sound effects.
Make 'hoovering' actions and sound effects.
Make actions and sound effects to get the bed ready. And sleep.

Connect

You are not so happy today. You are so far away from Earth.
What can you do?
What can you say to your family?
What can your friends say back?
How about cheering yourself up by looking out of the window! Can you see Earth?
What does it look like?

Give suggestions.
Everyone repeat words, such as "Don't worry I am fine" "I'll see you soon" Look out of the window. Students give a word to describe Earth, and everyone repeat.

Space Walk

Today is a special day. There's a problem with the rocket, and it needs to be fixed! One of you needs to complete a Space Walk!
It's a very difficult thing to do, so it's very important that we all work together to support the Space Walker from the ISS.
Mark out a space along the ground as the rocket.
In this exercise, the students **connect** by using teamwork, and **give** praise to each other.

First exercise

The chosen 'Space Walker' must move from one end of the room without letting go of the rocket, which has been marked out on the floor. They must walk along the line as if a tightrope. The other students, inside the rocket, should use praise and encouragement to help the space walker to get to the other side.

Second exercise

Now, all of the students are Space Walkers. They line up along the outside of the 'rocket' at various intervals. The first Space Walker is given a bowl of water, walks along to the second Space Walker, and passes it to him or her. The challenge is to pass the bowl of water to all of the students along to the end of the rocket, without spilling a drop! This exercise could be extended to become a race with several teams, as long as the attention is not therefore on competitiveness rather than teamwork!

Leaving

It's time to leave the ISS. You have been here for SIX MONTHS!

Get back in the rocket.

And now – we are not going to land the rocket on Earth, because it might damage it! We have to press a button so that we can enable our parachute.

Hurray! We drifting down on a parachute! It's so relaxing!

We are getting closer to Earth! What can you see from here? Hills? Roads? Sheep? Cars?

The ground is getting closer... closer... get ready for the slight bump...

Give yourselves a pat on the back for a successful Mission to the ISS!

Count down to take off.
Press the button
Make 'drifting'
movements around the
room.

Individuals give ideas.
Every one does a quick
knee squat, and then
rights themselves
comfortably!
Pat on the back.

Landing

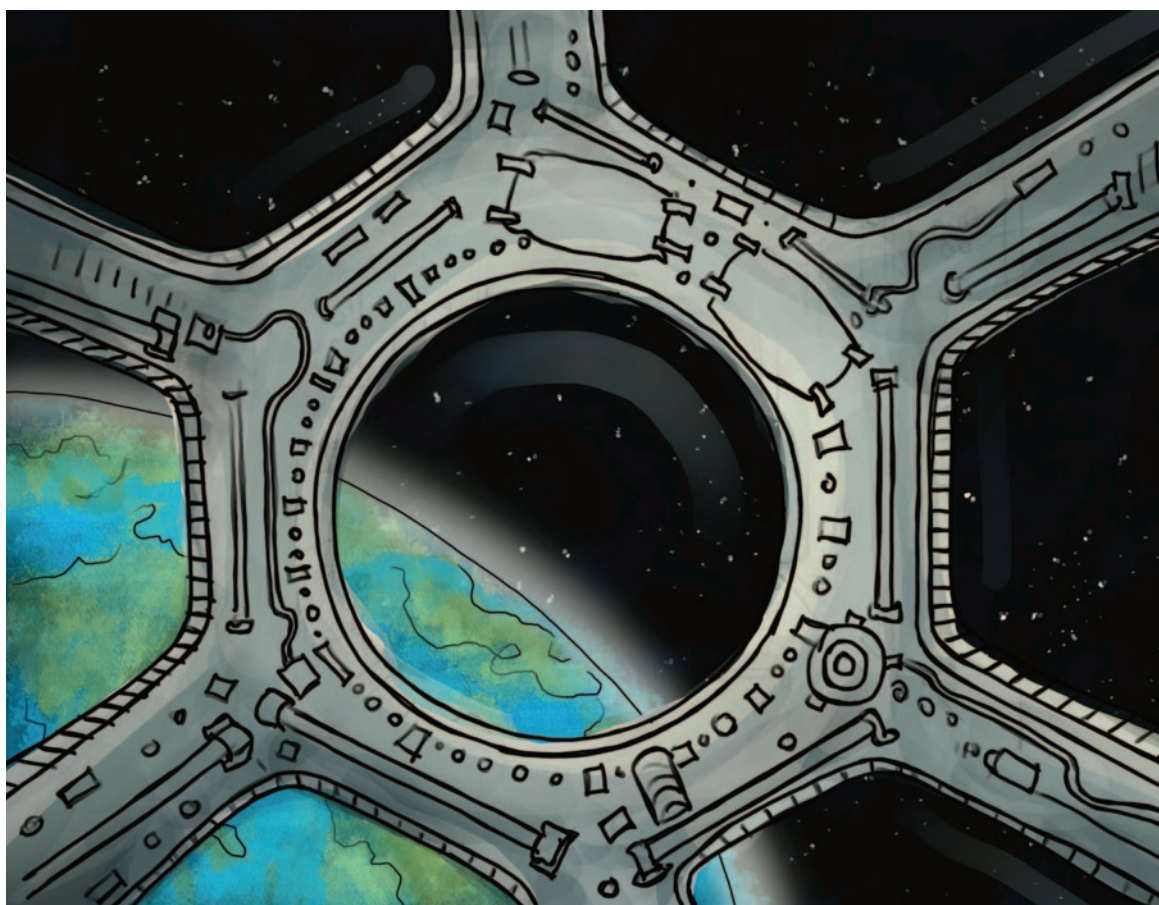
You have landed!

How do you feel now you are back?

What is the first thing you want to do? Go and see your friends and high-five? Play football? Watch TV?

Have a real dinner?

Individuals give ideas.



Key Stage 1 Activities

EYFS ACTIVITY 2



Learning Objective: To introduce the topic of space, and explore the themes of teamwork and friendship;

Learning Outcome: To know a story from world oral traditions;

Curriculum Links: Literacy, Drama, PSHE.

Key Words: Myth, Stars, Teamwork, Friendship and Community.

Listen

- Tell the class the Chumash myth (See Resource KS1 - 1.1). It is best to memorise the story and tell it in your own words rather than read from the sheet. You could use props, such as puppets for Bear, Eagle, Coyote and Hummingbird, or a big blanket for the sky; just as effectively, you could use actions, sound effects and facial expressions.

Play

- Divide the class into groups of 4. Each take parts of Bear, Eagle, Coyote and Hummingbird.
- Using the prompts in Resource KS1 - 1.2, each group creates 8 freezeframes sequencing the narrative of the story.
- Share freezeframes with the rest of the class.

Discuss

- Discuss the following questions as a class or in pairs or groups, and use the feedback to draw out themes of teamwork and friendship:
 - Why was the Great Spirit angry?
 - What is the Chumash myth teaching us about how to behave?
 - How have you used good teamwork skills today? Think about the freezeframe exercise you just did!
 - Think of a time during lockdown in which you were a good friend and worked as a team. You would have helped someone out, or let someone else help you out. Did you comfort someone when they were down? Did you show someone how to use the internet? Did someone else help you with your school work? All these show you have skills to work in a team.

Extension

- **PSHE:** Play games which build on teamwork skills. See the Additional Resources section at the end of this pack for ideas of Drama games that help build teamwork.
- **Art and crafts:** Create a night sky in your classroom. Hang black fabric pierced with holes against a window or some LED fairy lights (make sure that your light source does not get too hot, to avoid fire risk!). Decorate it with stars made by the class.
- **Literacy:** Share more stories; see Resource KS1 - 1.3 for some more tales from oral traditions.
- **Numeracy:** Set a task to do at home: look at the night sky and count how many stars you can see.
- **Science:** *Link The Hole in the Blanket* Chumash story to learning about the day and the night.

Resource KSI - I.I

The Hole in the Blanket ²

A story from the Chumash tradition, the First Nations people who historically inhabited areas of southern California, USA.

Once upon a time, there were no people on earth, only animals. There was no night-time, so the beautiful golden sun shone constantly, all the time.

One day, Bear looked up and saw, at the top of one of the tallest trees, a most beautiful piece of fruit. It was so delicious he was desperate to get it. He stood up on his hind legs and stretched out his front paws. But he could not reach it.

"Silly Bear!" cried the mischievous Coyote, who was watching and laughing.

"You try, then!" said Bear. "At least I am taller than you!"

Coyote giggled mockingly and climbed nimbly onto the Bear's back, then scrambled over his shoulders and stood on his head.

"Ow!" said Bear.

Coyote reached with his front paws towards the fruit. But it was still too far away.

"Ha!" said Bear. "You thought you were clever, but you can't get it either!"

Suddenly Eagle flew overhead, swooped down and plucked the fruit from the branch with her beak.

"Hey!" cried Bear and Coyote together.

Eagle looked down at Coyote on Bear's head. They looked so silly that Eagle started to laugh at them. As soon as she did so, the beautiful piece of fruit fell out of her mouth and hit the ground!

Immediately, Coyote ran down Bear's back and Bear bent down to reach the fruit. Eagle flew to the ground too. They all held on to the fruit and pulled it this way and that, screaming at each other. "It's mine!" "I saw it first!" "Get off, I want it!"

Their screams woke the Great Spirit, who looked down on Earth to see what was going on. He was enraged to see how his creatures were arguing and fighting. To punish them, he threw a huge black blanket over the Earth.

Bear, Eagle and Coyote stopped fighting and went silent. They were surrounded by the vast dark sky. They could barely see each other. They forgot all about the fruit and the reason they had been arguing. They became sad and afraid.

Then Bear said, "I will go to the highest Mountain and shout up to the Great Spirit to ask him to lift the blanket."

He did so, but there was no answer.

² Retold by Isabella Mead 2020.

Coyote said, "Didn't you learn? You need me to stand on your shoulders and shout to the Great Spirit."

And he did so, but there was still no answer.

Eagle said, "You both look silly again! I'll fly higher than you both, and see if he can hear me."

And he did so, but there was still no answer.

Coyote, Bear and Eagle slumped down at the top of the mountain, wondering what they could do. They felt helpless up there, with nothing but darkness around them.

Suddenly, they heard a tiny, high-pitched voice.

"I can help you!"

They looked around, but they couldn't tell where the voice had come from.

Then it piped up again. "I can help! I can!"

Something was hovering in front of their eyes, moving so fast it was only a blur.

Bear held out a paw, and she settled there. It was the tiny Hummingbird.

Bear, Eagle and Coyote laughed when they saw her.

"You cannot help us!" they cried. "You are a tiny Hummingbird!..."

"With a very sharp, pointy beak!" finished Hummingbird, and with that she flapped her tiny wings and went up, up, up, towards the blanket. She flapped her wings fast to hover in one position, and poked at the blanket with her beak. She became exhausted, and just before she fell back to the mountain for a rest, she had managed to pierce a hole in the blanket, and a beautiful dot of light fell upon on them all.

"How wonderful!" cried Bear, Eagle and Coyote.

Hummingbird was too exhausted to continue. But she could give a little low call. Suddenly many Hummingbirds arrived. They all flew up to the blanket and made lots of holes, here and there, across the blanket.

It was tiring work. Every time the Hummingbirds fell down asleep, exhausted, Coyote, Bear and Eagle held them in their warm fur so they could sleep peacefully.

All these holes stirred the Great Spirit.

He was pleased.

"Now you are all helping each other, and working together, not arguing," he said. "I should take the blanket away."

But now the blanket looked so pretty with all the holes of light that he didn't want to take it away. Instead, he whisked the blanket away completely for half of each day, and brought it back for the other half.

And that is how the day and the night came to be.

Resource KSI - 1.2

Freezeframe 1

Bear, Hummingbird, Eagle and Coyote are on Earth. Show what it is like to live in a world in which there is no night, only the glaring sun all day.

Freezeframe 2

Bear has seen the most beautiful fruit at the top of a tallest tree. He is trying to reach it. Eagle and Coyote are watching laughing at how silly he looks. How does Hummingbird feel?

Freezeframe 3

Coyote, Bear and Eagle are fighting over the piece of fruit on the ground. What is Hummingbird doing and feeling?

Freezeframe 4

Great Spirit has just thrown a blanket over the world. How do all the creatures react?

Freezeframe 5

Coyote, Bear and Eagle are arguing over who can make the Great Spirit bring the day back. What is Hummingbird doing?

Freezeframe 6

Hummingbird is poking holes in the blanket. Coyote, Bear and Eagle are encouraging her.

Freezeframe 7

Celebration! Great Spirit has bought back day for half the time. Coyote, Bear, Eagle and Hummingbird make a vow always to work as a team in future.

Freezeframe 8

Show what happens after the end of the story. Bear, Eagle, Coyote and Hummingbird have a task to do and they are all helping each other out. What is the task? How are they working as a team?

Resource KSI - I.3

How the Stars Came into the Sky³

This story happened a long, long time ago, before there were stars in the sky. There were no people; there was just the First Woman.

³ Further information on the background of this story: <https://www.storymuseum.org.uk/1001-stories/how-the-stars-came-into-the-sky> Accessed 31.08.2020

There were lots of animals and birds, including Coyote.

One day, Coyote went to go and see First Woman.

She was busy. She was taking jewels from her bag and placing them carefully onto the black night. She was making beautiful patterns.

Coyote looked at how the jewels shone across the dark sky.

'What are you doing?' asked Coyote.

First Woman explained that she wanted to create patterns that would show the laws of Navajo to all the people. She was placing the stars in specific places so that the people understand the laws perfectly.

'Can I help?' asked Coyote.

'You may,' laughed First Woman. She handed Coyote a jewel and told him exactly where to place it. He placed it carefully into the night, precisely where she had asked.

She handed him another and he set that one there too.

'Slowly,' said First Woman. 'It needs to be absolutely in the right place.'

And another.

And then another.

And another.

Soon, he got a little impatient. 'This is boring!' he cried. 'It's taking for ever and my paws are tired!'

First Woman told him it takes time and care to set forth the important laws of the People.

But Coyote wasn't patient. He couldn't wait to finish the important task.

Suddenly, he shot out his front paws and grabbed First Woman's bag of jewels and flung them into the night, ruining the deliberate patterns created by First Woman.

First Woman cried because there was no way to change what Coyote had done.

That is how the stars came into the sky.

Birth of the Stars⁴

A myth from the Ancient Inca

A long, long, time ago, there would be day, and there would be night, just like today. At sunset, Wizard would draw a curtain across the sky, casting the land into the darkest gloom. At dawn, he would draw back the curtain to reveal the bright yellow sun.

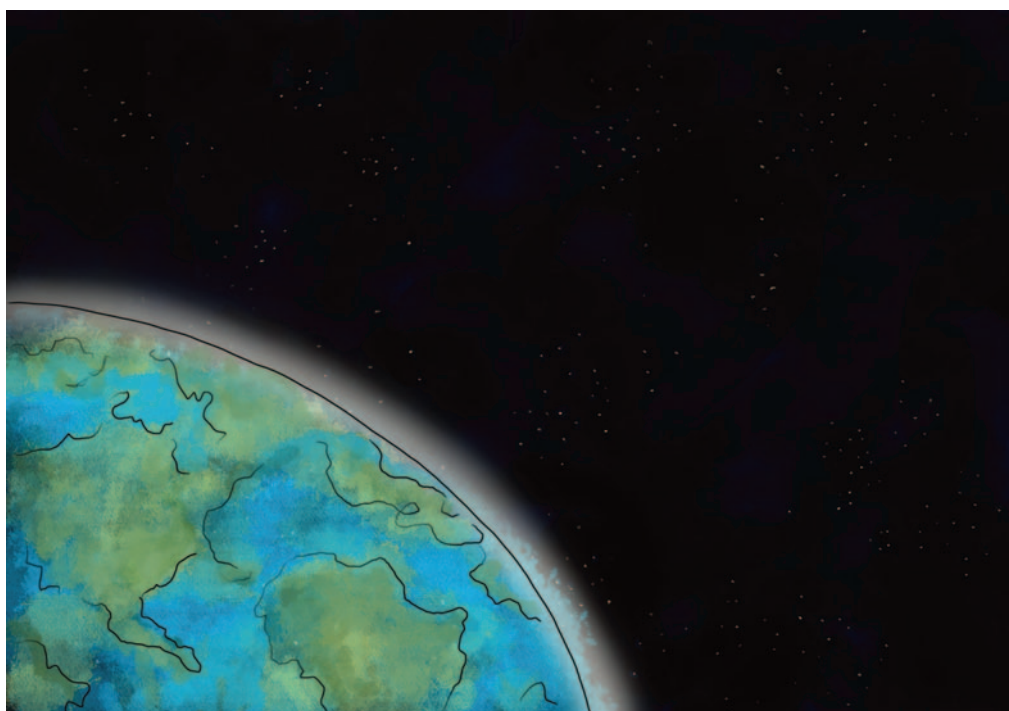
But though there was the sun during the day, there were no stars at night. Night time used to be so, so dark, with only the wide, black sky.

In the evenings, there was nothing to do but sleep, because it was so dark that they could barely see each other. One day, an artist had a great idea. He set up a tent in a field, and lit a torch in the tent. He held up some carved wooden figures he had made and made them do funny acrobatics. They threw giant shadows on the wall of the tent.

The people in his village thought this was great fun. At last, they had something fun to do in the evenings! They started to watch his shows every night, and to tell all their friends.

Word spread, and more and more people started squeezing into the tent each night to watch the shows. It soon became very cramped, and hot, and smelly, so that people couldn't really enjoy it any more.

The artist had an idea! 'I know!' he said, 'Why don't we have a puppet show using the curtain of the sky? Then everyone would be able to watch the shows!'



⁴ Retold by Isabella Mead 2020.

Of course, everyone thought that was a wonderful idea. The artist's show had become so popular that no one wanted to miss out. So, the next evening, people from far and wide gathered at the foot of a hill to watch the show.

As darkness fell, the artist lit his torch and lifted the carved figures high, so that the shadows played upon the black curtain of the night. It worked perfectly! The crowd laughed and cheered and cried for more! More!

But now, it was not just people that were watching this marvellous spectacle! Birds came and settled on branches to watch. Mice scuttled through the fields, snakes slid through the grass; foxes, rabbits, squirrels and badgers quietly moved in to sit amongst the people and watch.

From then on, the artist used the curtain of the sky every night as the backdrop for their show. Word continued to spread about the wonderful evening show, and not just amongst the people, but amongst the animal kingdom too.

That is, until one night, when Moth came to watch. Moth was so small, though, that she wanted to sit at the very front.

She enjoyed the show, but wanted to have a closer look. What was behind the curtain? She couldn't help but wonder. Being a very curious creature, she went right up to the curtain and started to climb up it to test how strong it was.

'I can nibble through that!' thought Moth. And she did! She started to nibble a little hole.

Flick! Wizard's wand sent her spinning down again.

But Moth was determined! She flew straight back up and started nibbling again, and made a hole before Wizard stopped her. At once a little light shone through the hole in the black curtain. It was the first shining star.

Moth brought her friends and they made more holes; more stars appeared. Soon, there were so many stars the people could not count them.

As the stars lit up the land, people could see mountain paths, valleys and plains. Everywhere was bathed in a magical light.

It was now too light for the artists to perform their show. But they did not mind, as everyone was so happy, looking up at the sky. And their happiness made Wizard happy too, so he never fixed the curtain. The stars have been there to this day, and continue to give us joy through good times and bad.

KS1 ACTIVITY 2

Learning Objective: To know what an astronaut is; to explore the stars as a metaphor for wishes, hopes and dreams

Learning Outcome: A collaborative galaxy classroom display that expresses and explores personal wishes, hopes and dreams

Curriculum Links: Literacy, PSHE, Art, Drama, Music

Key Words: Empathy, Dreams



Discuss

- Draw a star shape on the board, or students can draw one in their books. Create a mindmap of words associated with stars: light, sky, dreams, etc.

Listen

- Listen to the following songs, print the lyrics and place in the classroom:
 - Disney's Pinocchio, *When You Wish Upon a Star*
 - Aswad, *Shine*
 - Disney's High School Musical, *Breaking Free*
 - SClub7, *Reach for the Stars*
- While listening to the songs, students draw along what they hear or any images that occur to them.

Play

- Read and/or show extracts of the lyrics from the songs, from Resource KS1 - 2.1.
- In groups, students make freeze-frames of each of the sections. Share freeze-frames with the rest of the class.

Find out

- Introduce what an astronaut is.

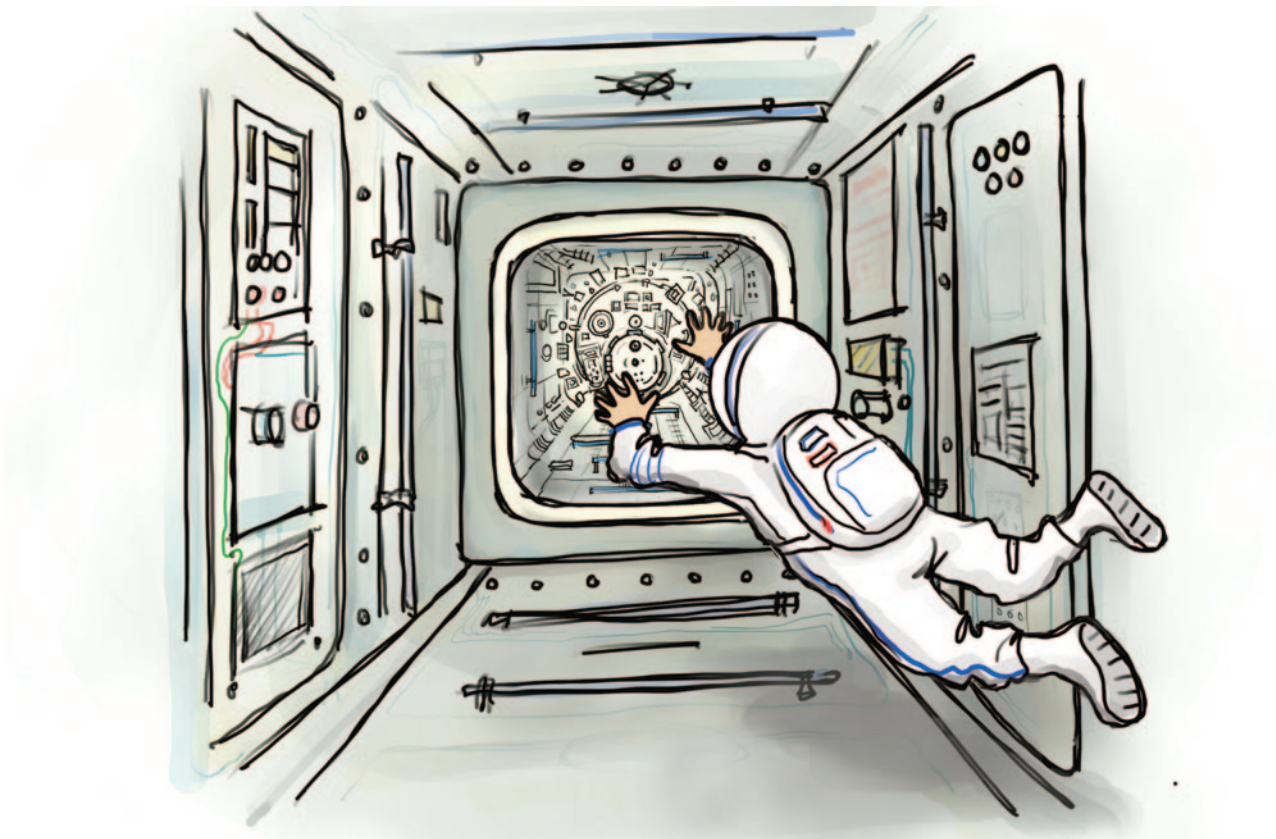
The word astronaut means "one who sails the stars."

Astronauts travel in rockets far into the sky. They go to a place called the International Space Station where they can look at the different planets, moons and stars more closely.

The stars we see in the night sky are very very far away from Earth. But they are also very beautiful, so the idea of 'the stars' has become a way to talk about hopes and dreams.

We also use the idea of 'the stars' to talk about trying very hard to reach for or achieve something very difficult – because the stars are so far away and hard to get to.

Astronauts have to work very hard to go into space. They have to pass a very difficult exam, and then train for years.



Plan

- Students make a drawing in their book of their dreams and wishes, or write about it using suggested words in Resource KS1 - 2.2.

Create

- Make a collaborative galaxy. Create stars using the template (Resource KS1 - 2.3). Fill the stars with words, images or even short poems about your wishes and dreams.

Share

- Hang these together in the classroom, using string to attach each star together across the ceiling.
- Students explore what their peers have created.

Extension

- Literacy and Movement: Read themed poems, such as:
 - *Zim Zam Zoom* by James Carter: <https://clpe.org.uk/poetryline/poems/zim-zam-zoom>
 - *Comet* by Kate Wakeling <https://clpe.org.uk/poetryline/poems/comet>
- Make a collaborative performance as a class or in groups.

Discuss

- Ask the students: What do you wish for? Why? Give a personal example as a model.
- Students talk to a partner about their dreams and wishes.

Resource KSI - 2.1

We're soaring, flying,
There's not a star in heaven
that we can't reach,
If we're trying,
So break free

Reach for the stars,
Climb every mountain
higher,
Reach for the stars

When you wish
upon a star,
Makes no difference
who you are
Anything your
heart desires
Will come to you

Come on and shine,
shine like a star,
Shining so bright
like the star
that you are.
Shine, shine into
the future,
Spreading your light

Resource KS1 - 2.2 WORKSHEET

My wish for my future

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My wish for my class

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My wish for my school

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My wish for where I live

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My wish for the
important people in my life

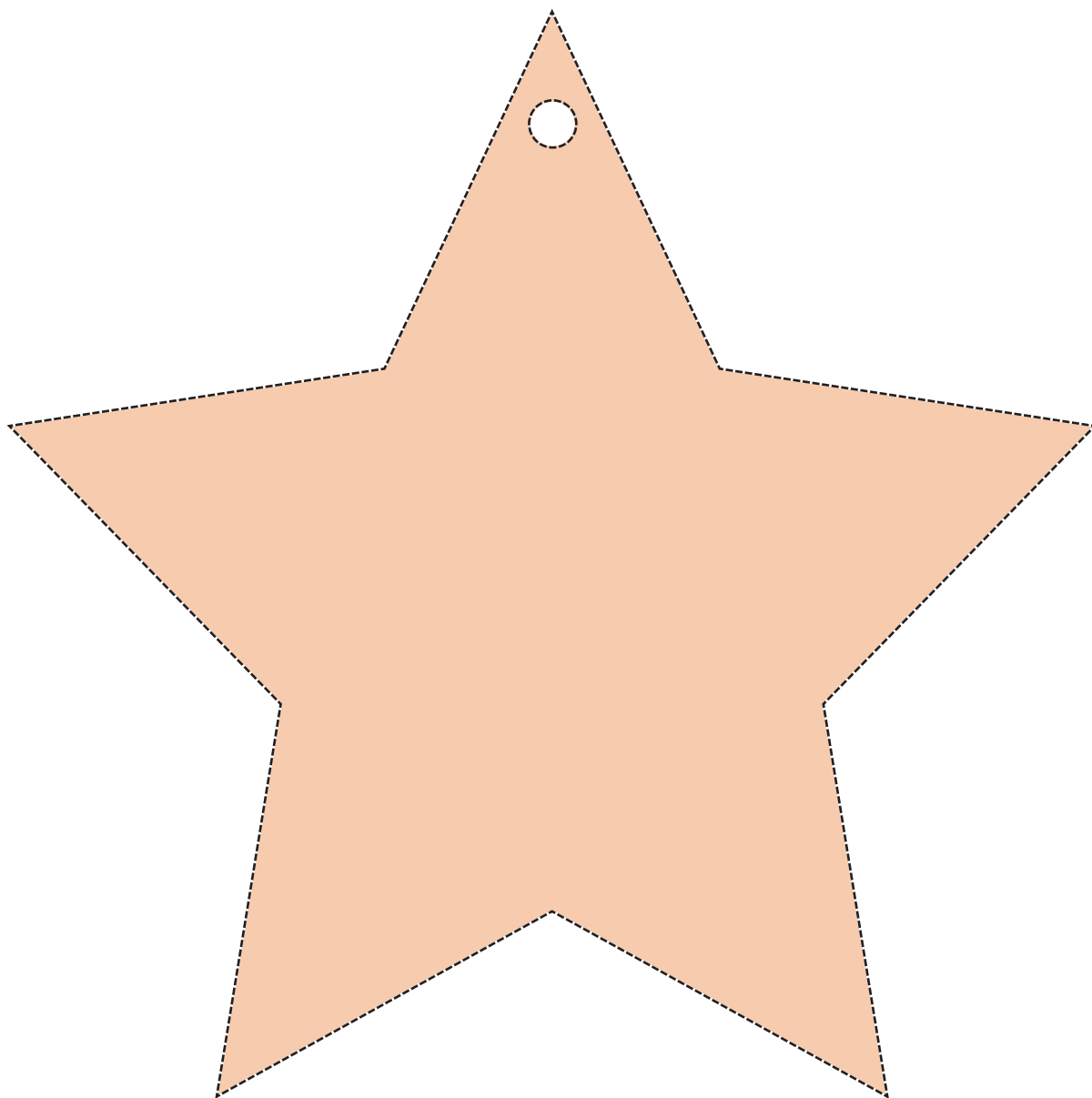
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My wish for planet Earth

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Now choose your favourite ideas to work into your final draft

Resource KSI - 2.3 WORKSHEET



KSI ACTIVITY 3



Learning Objective: To explore themes of loneliness and friendship through Oliver Jeffers' *The Way Back Home*.

Learning Outcome: Through drama, create advice for an astronaut going into the ISS for the first time.

Curriculum Links: Literacy, Drama, PSHE.

Key Words: Empathy, Friendship, Care, Community, Wellbeing.

Context

- When you met Janet, she explained how she landed at your school because she was looking for her home. She missed her family and friends. It can be lonely in space without familiar things. Let's read a story about another character who went to space but wanted to go home.



Listen

- Read *The Way Back Home* (Oliver Jeffers, 2007) or watch a reading on Youtube.

Play

- Choose a student, or students, to be the boy and / or the Martian, and sit in the hotseat. Students ask questions based on the book, focusing on feelings. For example:
 - How did you feel when you saw that you were not alone?
 - How did you feel when you reached Earth for the second time?
 - Are you going to stay in touch with each other? Why or why not?

Discuss

- Discuss in pairs or as a class and feed back:
 - Tell a partner how you would help them if you were lost on the moon like the Boy. Share ideas.
 - Can you remember what Janet said about loneliness on her visit? What does she do when she misses her family?
 - During lockdown, you may have felt sad and missed your friends. What did you do to cheer yourself up?

Watch

- Watch this film in which astronaut Anne McClain talks to Paxi the alien about life in the ISS:
http://www.esa.int/kids/en/Multimedia/Videos/Paxi_on_the_ISS/Living_in_space
- Repeat the line she says: *"It can be difficult to be confined for such a long period of time. Here on the station it's very important that we always work together. I also sometimes miss the smells, sounds and colours back home."*

Discuss

- Discuss as a group: what advice would you give Janet, or any astronaut, for coping with loneliness in Space? Recap the themes from *The Way Back Home* and the ESA film with Paxi the alien, and try to draw out the following points:
 - Make sure you work together
 - Be resourceful and help others
 - Remember things from Earth that make you happy: smells, sounds, colours
 - Connect with the people important to you back on Earth
 - Make the most of the present moment; do what you are doing.

Play

- Students divide into groups. They are forming crews to go to the ISS. They can come up with their rocket name, mission name and individual astronaut names.
- Give a situation to each group: one of your crew members has started to get grumpy and make arguments with you. The rest of the crew ask what's wrong as they are not being themselves. It turns out the crew member is sad and missing home. What do the rest of the crew members do?

Share

- Show improvisations to each other.
- Recap the question: What advice would you give Janet the next time she goes to the International Space Station?

Extension

- **Literacy:** Explore other picture books on the topic of space, such as:
 - Nathan Bryon and Dapo Adeola, *Look Up* (2019);
 - Pippa Goodhart & Nick Sharratt, *You Choose in Space* (2003);
 - Malorie Blackman, *Space Race* (1997);
 - Simon Bartram, *Man on the Moon: A Day in the Life of Bob* (2004)
 - Clive Gifford, *The International Space Station* (2018).

KSI ACTIVITY 4

Learning Objective: To explore ways to cope with the emotions of being in space through the 5 Ways to Wellbeing: Connect, Take Notice, Keep Learning, Stay Active, Give.

Learning Outcome: Create a gift for Janet to take with her on her next mission to the ISS.

Curriculum Links: PSHE, Literacy, Art and Design, Science

Key Words: Empathy, Wellbeing, Care, Community, Friendship, Resilience.



Discuss

- Janet explained how she landed at your school because she was looking for her home. She missed her family and friends. It can be lonely in space without familiar things.
- Discuss as a group:
 - What can make us happy when we feel down?
 - What things make you feel happy? During the lockdown, lots of people found rainbows a happy image. Can you think of other happy images?



<https://search.creativecommons.org/photos/b6fa4158-87d4-443c-b9d4-677ebee921ff>

Play

■ Rainbow Game

- Place different coloured pieces of paper on each table: red, yellow, pink, green, orange, blue, purple, gold, silver. Students move around the room, writing or drawing happy things on the paper that they associate with each colour.

Find out

- Watch the Newsround clip on Tim Peake
<https://www.bbc.co.uk/newsround/36560356> . Discuss: does he seem happy to be in space? What is he doing to stay happy?
- Find out what other astronauts have taken with them in order to feel happy and remember home. See Resource KS1 - 4.1.

Plan

- Explain that you are going to make Janet a gift take with her back to the International Space Station. To help you decide what gift you are going to give, think about what you would like to receive. It could be:
 - Something to do. (Stay active/Keep Learning)
 - Something nice to look at (Take Notice)
 - Something important from home (Connect)
- Discuss what you will choose. Tell your partner, share with the class, and write or draw a short list.

Create

- Using the ideas above, make a drawing or a piece of art to send to Janet to take with her before she goes back to the International Space Station.
- Students write a label for the gift explaining what it is and why you chose it for her. Use Resource KS1 - 4.2 if necessary.

Share

- Show the class what you are giving Janet.
- Did everyone give different things? Are there similar ideas?
- We are all different, but we all need the same things; to connect with important people, to look at things that make us happy, and to do things we enjoy.

Wait

- Note to teachers: if you send Theatre Alibi a photo of the work, Janet will send a reply and a thank you!

Resource KSI - 4.1

"Music makes it seem less like a spaceship, and more like a home."⁵

NASA astronaut Carl Walz, who played the keyboard and the guitar on the ISS during his 196-day mission in 2003.

⁵ Clive Gifford, *The International Space Station*, 2018 – page 23

"It was a great opportunity for me to build a LEGO Space Station. I enjoyed building it!"⁶

Japanese astronaut Satoshi Furukawa, who took a LEGO set and built of a model of the ISS in 2011.

⁶ <https://forum.nasaspaceflight.com/index.php?tpic=28156.0>

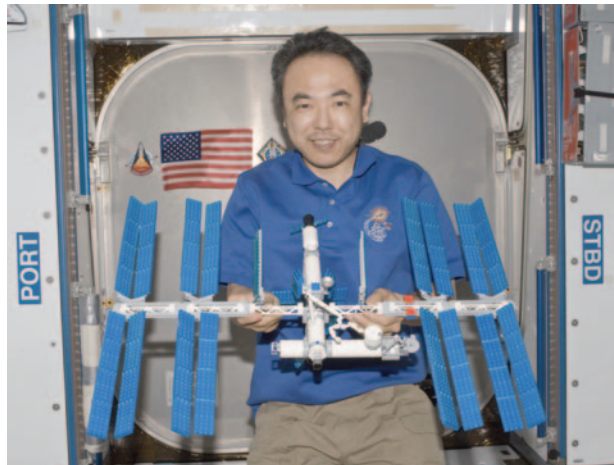
<http://www.oafe.net/blog/2012/06/legos-space-theme-goes-to-a-whole-new-level/>



<https://search.creativecommons.org/photos/dc46780c-f688-4a5f-bfad-6b43246fa113>



https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music



<https://forum.nasaspaceflight.com/index.php?PHPSESSID=5mae5d97f86c-cphne2ec9e6snt&action=dlattach;topic=28156.0;attach=375615;image>

"In long duration you want to prepare yourself for being away a long time. One of the things you want to do is to carry on with activities that are important to you on the ground."⁷

Ellen Ochoa, who brought her flute as one of her personal items on her first shuttle flight.

⁷ https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music
[//forum.nasaspaceflight.com/index.php?tpic=28156.0](https://forum.nasaspaceflight.com/index.php?tpic=28156.0)

Resource KS1 - 4.2 WORKSHEET

Dear Janet,

My name isfrom class

And I am giving you this present to take back with you on your next mission to the ISS.

I have decided to make you

Because

With best wishes for your mission,

Key Stage 2 Activities

KS2 ACTIVITY 1

Learning Objective: To explore stars as a metaphor for hope and dreams;

Learning Outcome: To create a 'Collaborative Galaxy' classroom display exploring personal wishes for the future

Curriculum Links: Literacy, PSHE, Art, Music

Key Words: Mindfulness, Wellbeing, Resilience, Community



Discuss

- Draw a star shape on the board, or students can draw one in their books. Create a mindmap of words associated with stars: light, stardom, celebrity, etc.

Listen and read

- The image of 'the stars' has been a source of inspiration throughout history. Artists and writers often use this image, and so do people with other jobs such as politicians, scientists, philosophers.
- Recap the concept of metaphors and similes, starting by looking at the nursery rhyme *Twinkle Twinkle Little Star* and the 'diamond' simile.
- Choose examples of poems or lyrics from Resource KS2 - 1.1. Give copies to the students, or display them on the board. Ask students to pick out and/or underline words which convey certain feelings – happiness, wishes, hope, comfort. They can also decorate one of the poems with images or colours that resonate.

Discuss

- Moving from songs, stars have often been used as metaphors in famous speeches.
- Choose one or all of the quotes from Resource KS2 - 1.2 to share with the class.
- Discuss, in groups or as a whole class, the meanings behind the quotes, and encourage students to explain the quotes in their own words. Some of the meanings behind the quotes are more obvious than others, but all revolve around the themes of hope and dreams.

Play

- In groups, make a freeze frame of one or more of the quotes from Resource KS2 - 1.2.
- Give a copy of Resource KS2 - 1.2 to each student to cut up, stick in the book and annotate with words and images that the quotes evoke.

Plan

- Independently, students think about their own hopes, dreams and wishes for the future.
- Plan in their books some words, phrases or images that represent these, perhaps extending these to a poem. They can use Resource KS2 - 1.3 as a way to organise thoughts.



Create

- Using the star template, Resource KS2 - 1.4, create a star to fill with images and words to convey the students' wishes and dreams.

Share

- Hang up the stars from the classroom ceiling to make into a collaborative galaxy.
- Students read about their peers' dreams and wishes.

Extension

■ Music and Literacy:

- Did you know? Each astronaut is allowed three songs to be piped into the capsule before lift-off. On Tim Peake's 2015 mission, he chose *Don't Stop Me Now* by Queen, *Beautiful Day* by U2, and *A Sky Full of Stars* by Coldplay.⁸
- Students discuss in pairs:
 - If you were an astronaut about to leave Earth, what 3 songs would you choose? And why? They could be the last songs you listen to for a long time, so think about songs make you think of special times and people, or contain a message that is important for you.
- Listen to these songs whilst working on the main activity. You could supplement them with the themed playlist in Resource KS2 - 1.5.

⁸ Peake, *Ask an Astronaut*, 2017 – page 11

Resource KS2 - 1.1

We're soaring, flying,
There's not a star in heaven
that we can't reach,
If we're trying,
So break free

Reach for the stars,
Climb every mountain
higher,
Reach for the stars

When you wish
upon a star,
Makes no difference
who you are
Anything your
heart desires
Will come to you

Come on and shine,
shine like a star,
Shining so bright
like the star
that you are.
Shine, shine into
the future,
Spreading your light

Resource KS2 - I.I continued WORKSHEET

Classic Poems

Underline the words that show emotion, or decorate this page to express the poem in images and colours.

Star Light

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have this wish I wish tonight.

Anon

Evening Star (extract)

Tw'as noontide of summer,
And mid-time of night;
And stars, in their orbits,
Shone pale, through the light.
Proud Evening Star,
In thy glory afar,
And dearer thy beam shall be;
For joy to my heart
Is the proud part
Thou bearest in Heaven at night.

Edgar Allan Poe (1809-1849)

Resource KS2 - I.I continued WORKSHEET

The Light of the Stars (extract)

The night is come, but not too soon;
And sinking silently,
All silently, the little moon
Drops down behind the sky.

There is no light in earth or heaven
But the cold light of stars;
And the first watch of night is given
To the red planet Mars.

O star of strength! I see thee stand
And smile upon my pain;
Thou beckonest with thy mailed hand,
And I am strong again.

And thou, too, whosoe'er thou art,
That readest this brief psalm,
As one by one thy hopes depart,
Be resolute and calm.

O fear not in a world like this,
And thou shalt know ere long,
Know how sublime a thing it is
To suffer and be strong.

Henry Wadsworth Longfellow (1807-1882)

Stars

Now in the West the slender moon lies low,
And now Orion glimmers through the trees,
Clearing the Earth with even pace and slow,
And now the stately-moving Pleiades,
In that soft infinite darkness overhead
Hang jewel-wise upon a silver thread.

And all the lonelier stars that have their place,
Calm lamps within the distant southern sky,
And planet-dust upon the edge of space,
Look down upon the fretful world, and I
Look up to the outer darkness unafraid
And see the stars which sang when earth was made.

Majorie Pickthall (1883-1922)

Resource KS2 - I.2

"I still look up at the stars, and it gives me hope, and it gives me energy. I think one of the things that we have to think about it is, we are all a part of this universe."⁹

Mae Jemison, first African American woman in space

⁹ https://www.brainyquote.com/authors/mae-jemison-quotes_2

https://en.wikipedia.org/wiki/Mae_Jemison#/media/File:Mae_Carol_Jemison.jpg



"Shoot for the moon. Even if you miss, you'll land amongst the stars."

Norman Vincent Peale, Minister and philosopher

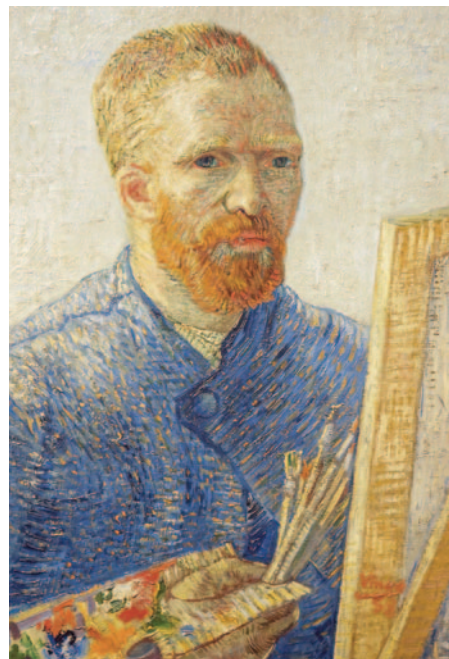
<https://search.creativecommons.org/photos/93d1d82b-f57c-44cb-b94d-9db3ec848912>



"I know nothing with any certainty, but the sight of the stars makes me dream."

Vincent Van Gogh, artist

<https://search.creativecommons.org/photos/ce124b28-3e5d-4d2b-be74-c9bebe3ab90f>



**"Only in the darkness
can you see the stars."**

Martin Luther King Jr, Minister
and Civil Rights activist

<https://search.creativecommons.org/photos/9d19245b-376b-4d44-bb4c-9014e85a85b7>



**"Remember to look up at the
stars and now down at your feet."**

Try to make sense of what you
see and wonder about what
makes the universe exist. Be
curious.

And however difficult life may
seem, there is always something
you can do and succeed at.

**It matters that you don't just
give up."**



Stephen Hawking, physicist <https://search.creativecommons.org/photos/2c8a7afc-fffc-4e85-9477-90f633b14bab>

**"No pessimist ever discovered the
secret of the stars."**

Helen Keller, author and political
activist

<https://search.creativecommons.org/photos/6c3d47c8-6222-4c7b-ab35-3dd417e09a70>





"We are all in the gutter, but some of us are looking at the stars."

Oscar Wilde, writer

<https://search.creativecommons.org/photos/1dfb1fcd-7f0d-4d61-963c-137452bb2767>



"We are all stars, and we deserve to twinkle."

Marilyn Monroe, actor

<https://search.creativecommons.org/photos/73512070-ec0e-4b3d-a1d5-d9bc446600c5>



"Dwell on the beauty of life. Watch the stars, and see yourself running with them."

Marcus Aurelius,
Roman emperor

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Resource KS2 - I.3 WORKSHEET



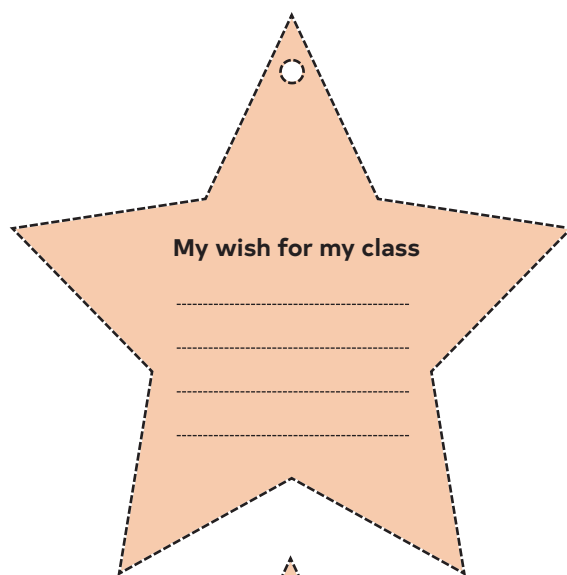
My wish for my future

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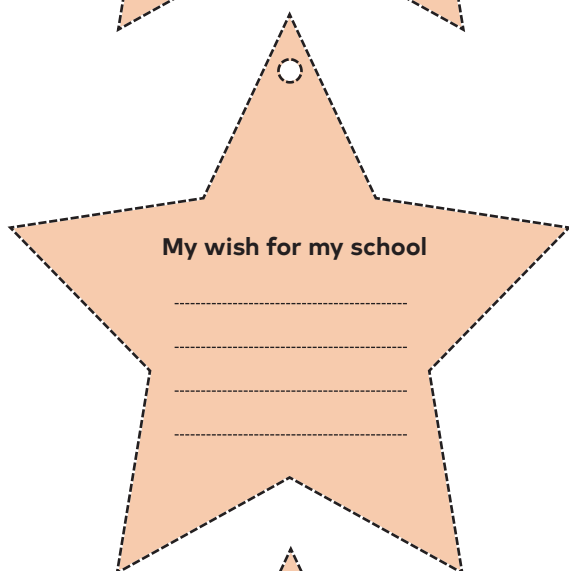
My wish for my class

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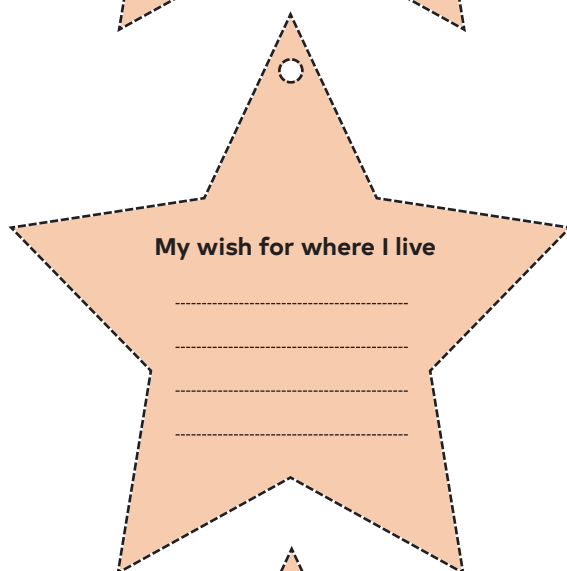
My wish for my school

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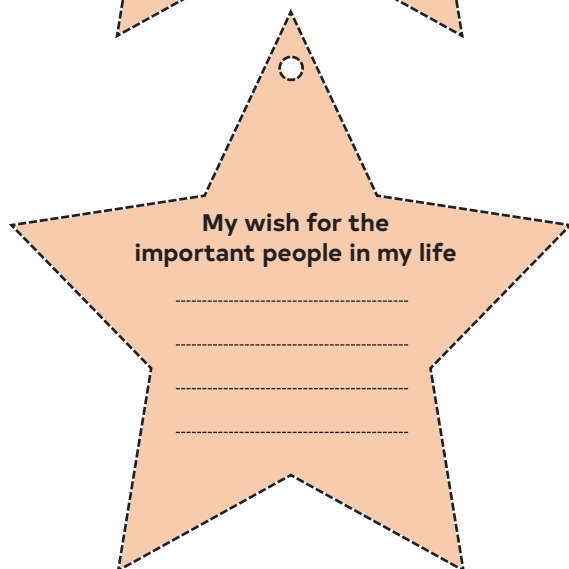
My wish for where I live

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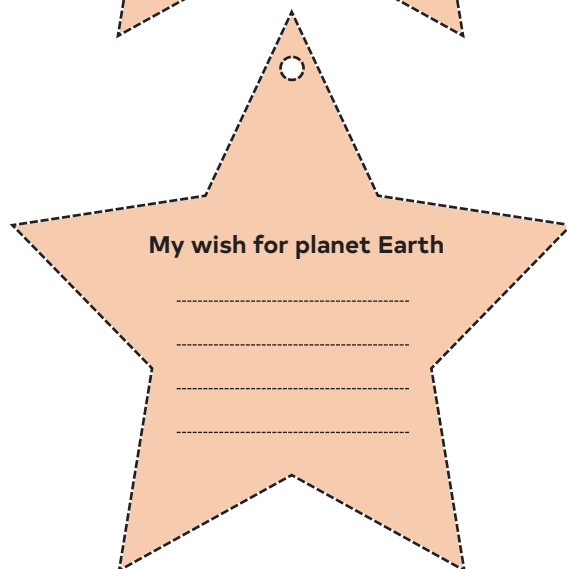
My wish for the important people in my life

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My wish for planet Earth

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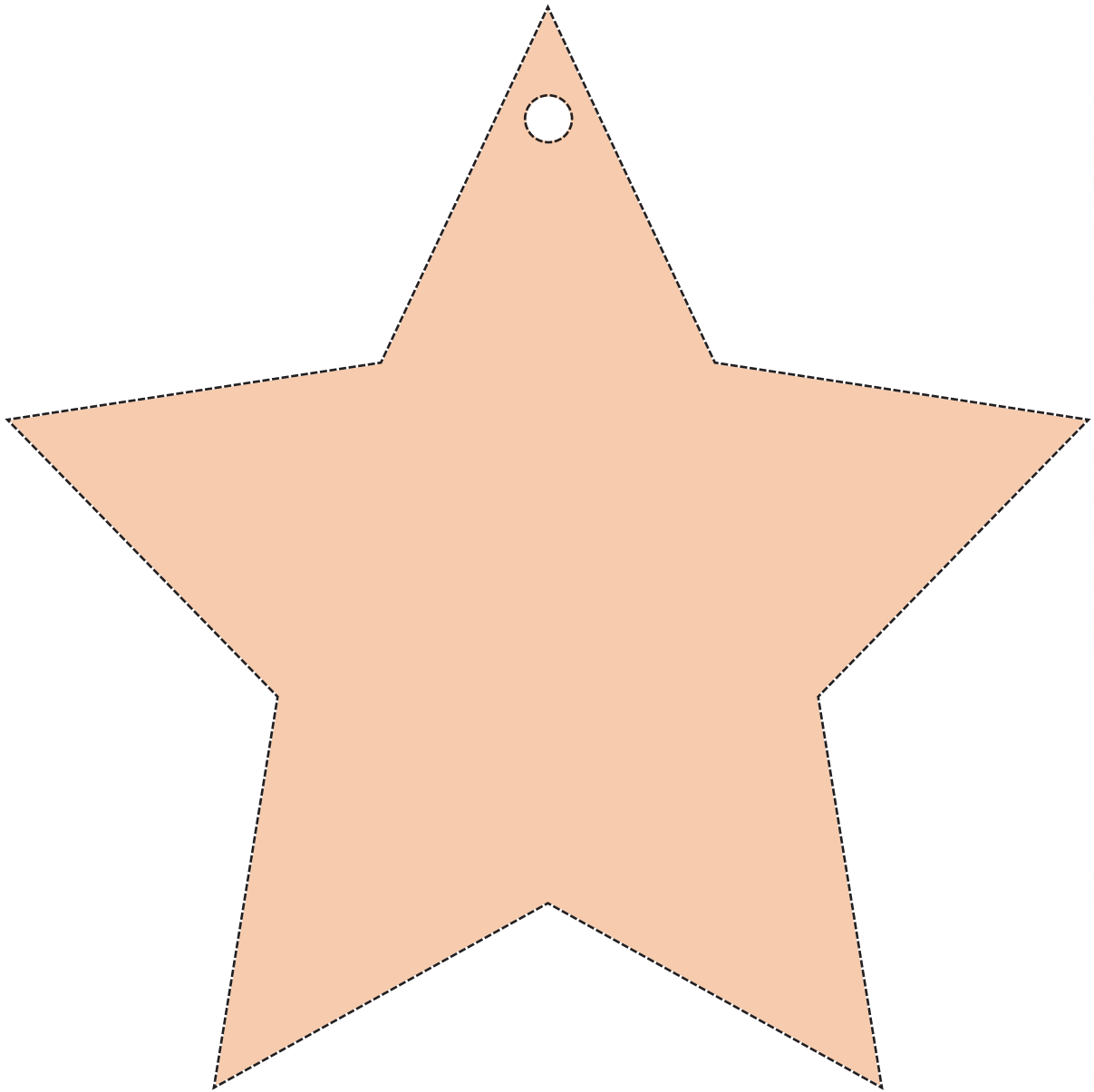
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Now choose your favourite ideas to work into your final draft

Resource KS2 - I.4 WORKSHEET



Resource KS2 - I.5

Star Playlist

Here are some suggestions. Can you think of any more?

Pop and Rock

- Elton John, *Rocketman*
- S Club 7, *Reach for the Stars*
- Aswad, *Shine*
- David Bowie, *Star Man*
- David Bowie, *Space Odyssey*
- Queen, *Don't Stop Me Now*
- Europe, *The Final Countdown*
- The Police, *Walking on the Moon*
- Coldplay, *A Sky Full of Stars*

Jazz, Musicals & Easy Listening

- Pinocchio, *When You Wish Upon a Star*
- High School Musical, *Breaking Free*
- Monty Python, *Galaxy Song*
- Billy Liar, *Some of Us Belong to the Stars*
- Bart Howard, *Fly Me to the Moon*
- La La Land, *City of Stars*
- Fame, *Star Maker*
- Glenn Miller, *Moonlight Serenade*
- Henry Mancini, *Moon River*
- Rose Royce, *Wishing on a Star*

Classic

- Gustav Holst, *The Planets*
- György Ligeti, *Lux Aeterna*
- Beethoven, *Moonlight Sonata*

KS2 ACTIVITY 2



Learning Objective: To understand the Overview Effect

Learning Outcome: To use figurative language to create a poem about protecting our planet

Curriculum Links: Science, PSHE, Literacy

Key Words: Overview Effect, Climate Change, Perspective, Wellbeing, Care, Community

Discuss

- Show an image of Earth from Space or watch this clip from the European Space Agency (featuring Paxi the alien) showing the view of Earth from Space.
http://www.esa.int/kids/en/Multimedia/Videos/Paxi_on_the_ISS/A_view_of_Earth
- Students suggest adjectives, images, similes and other words or phrases that come to mind when looking at these images.

Listen

- When Janet came to visit you, she talked about how she felt looking at Earth from Space.
- Read out Janet's description of seeing Earth from space aloud to the class. (Resource KS2 - 2.1) The students can doodle pictures that come to their mind as you talk.

Find out

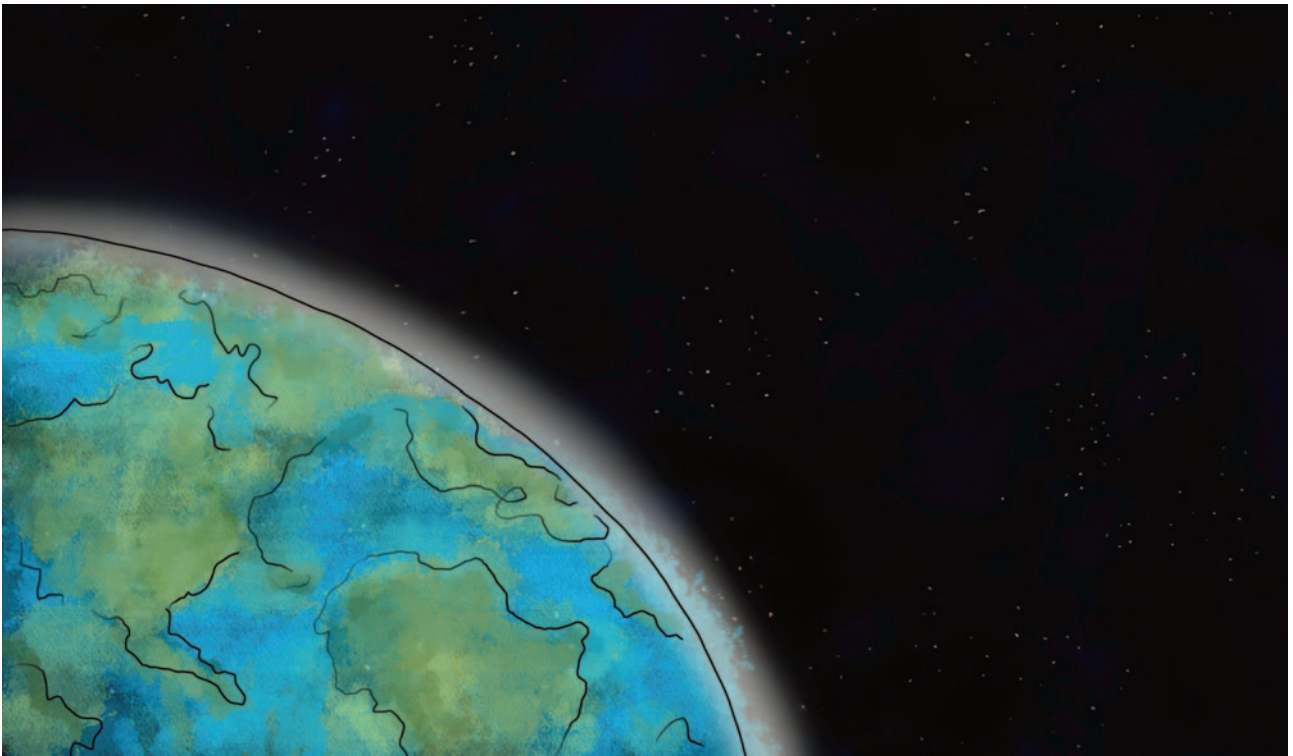
- Janet was experiencing the Overview Effect.

What is the Overview Effect?

When astronauts see Earth in space, they see it as a tiny fragile ball. The arguments people have, the wars and conflicts, seem silly and pointless. The Earth is so small compared to the rest of Space. Because of this, astronauts see how important it is that we all work together, care for our planet, and be kind to one another.

Find out

- Let's hear from other astronauts about the Overview Effect.
- Read the quotes to see how some astronauts have described the Overview Effect. See Resource KS2 - 2.2.



Discuss

- Discuss the words the astronauts choose. What similes and metaphors have been used? Explore the meanings behind the words chosen: 'jewel'; 'oasis'; 'pearl necklace'; 'lightbulb'.
- Look at Michael Collins' words: 'It's tiny, it's shiny, it's beautiful, it's fragile.' What images also have these properties? Could any make effective similes and metaphors for the image of Earth from Space?

Play

- Play with words to describe Earth, through Word Game, Word Gallery or both:
- **Word Game:**
 - Choose a student to be an astronaut.
 - Show them a picture of an area of Earth viewed from Space from Tim Peake's photographs: <https://www.theguardian.com/science/gallery/2016/nov/22/hello-is-this-planet-earth-by-tim-peake-international-space-station-in-pictures>
 - The Astronaut must describe the picture to everyone else. They can use similes and metaphors to help them describe the shapes and colours.
 - Everyone else draw the picture.
 - Guess what is being shown – look at Tim Peake's explanations next to each photograph.
- **Word Gallery:**
 - Place cut-up images of Tim Peake's photographs, and general images of the earth from outer space, around the room. Students walk around the room writing down words, phrases or similes that come to them.

Find Out

- The Overview Effect also makes astronauts feel moved to action. They want people to know that the Earth needs to be protected. Use Resource KS2 - 2.3 to see further quotes from astronauts on how they experienced the Overview Effect.
- Pick out emotive words and images used.

Plan and Create

- Students are going to write Protect the Planet poems on the beauty of the Earth to convince readers to protect the Earth, for example by taking action on climate change.
- Use Resource KS2 - 2.4 for suggestions as to ways in for writing the Protect the Planet poem.

Share

- Students present their poems to each other.

Extension

- **Literacy:** Read the poem *A Love Letter to the Stars* by Ruth Awolola <https://clpe.org.uk/poetryline/poems/love-letter-stars>
 - Discuss:
 - Why does the poet feel love when she looks at the stars?
 - When she says the stars are 'ours' – who is the 'us' here?
- **Literacy:** Explore other poems about the night sky and space, such as:
 - Philip Gross, *Dark Sky Park* <https://clpe.org.uk/poetryline/poems/dark-sky-park>
 - Ruth Awolola, *Mainly about aliens* <https://clpe.org.uk/poetryline/poems/mainly-about-aliens>
 - Grace Nichols, *Sun, You're a Star*: <https://vimeo.com/336221448>
- **Drama:** In groups, choose an Astronaut based at the International Space Station talking to Mission Control on Earth. Interview the astronaut about the Overview Effect. Why do we need to protect Earth?

Resource KS2 - 2.1

I never get tired of looking down.

Earth is so beautiful from up there! I'd heard people say it before and I was like, yeah yeah... but I cried! I did! It made me cry, it was so beautiful.

It's lots of things. It's the colours, the thousand different blues of the sea and greens of the jungle.

And everything looks so... unspoilt! Like a beach in the morning when nobody's walked on it yet.

Because during daylight it's hard to see any sign of humans down there and all the mess they've made.

But then at night you see all the lights of the cities glowing like little fairgrounds in the dark!

And I know it sounds a bit daft, but you feel kind of fond of Earth, like you want to cuddle it. I think it's because from 400km above it doesn't look so huge, I mean, you can see a whole country through one window.

And it feels like you could reach down and hold the whole thing in your arms like a cushion, no, like a person, but with all the little people still squiggling about on it...!

*Janet's description of seeing planet Earth from space.
From Down To Earth by Theatre Alibi, 2020*

Resource KS2 - 2.2

Astronauts describe The Overview Effect

"It's tiny, it's shiny, it's beautiful, it's home, and it's fragile."¹⁰

Michael Collins, who was part of the first moon landing with the Apollo 11 in 1969

¹⁰ https://en.wikipedia.org/wiki/Overview_effect

<https://search.creativecommons.org/photos/a22ab050-ae50-4f9c-bca0-3bb11e08e297>



"The rivers of the world look like pearl necklaces."¹¹

Jerry Linenger, who spent 143 Days at the International Space Station

¹¹ https://getpocket.com/explore/item/six-nasa-astronauts-describe-the-moment-in-space-when-everything-changed?utm_source=pocket-newtab

<https://search.creativecommons.org/photos/b817b5ff-3fcc-419e-a45d-9564f334dcd2>



"Take a lightbulb — the brightest lightbulb that you could ever possibly imagine — and just paint it all the colours that you know Earth to be, and turn it on, and be blinded by it."

Nicole Stott, who spent 104 days at the International Space Station

¹² https://getpocket.com/explore/item/six-nasa-astronauts-describe-the-moment-in-space-when-everything-changed?utm_source=pocket-newtab

<https://search.creativecommons.org/photos/8fce36dc-d79b-4996-a9aa-cf254594a875>



"The earth from here is a grand oasis in the big vastness of space."¹³

James Arthur Lovell, on the Apollo 8 mission to the Moon in 1968.

¹³ Apollo 8 Technical Air-to-Ground voice transcription, tape 57, page 6.

https://commons.wikimedia.org/wiki/File:James_Lovell.jpg



"There is no denying the beauty of planet Earth. It really is a blue jewel."¹⁴

Tim Peake, who spent 6 months on the International Space Station in 2015-6.

¹⁴ Peake, *Ask an Astronaut*, 2017, page 180.

<https://search.creativecommons.org/photos/b242493e-1af1-4e2c-8d8f-a505e2183346>



"From the distance of the moon, Earth was four times the size of a full moon seen from Earth. It was a brilliant jewel in the black velvet sky."¹⁵

Buzz Aldrin, who was one of the first men on the Moon in the 1969 Apollo 11 Landing.

¹⁵ <https://www.businessinsider.com/quotes-from-the-apollo-11-astronauts-2019-7?r=US&IR=T#buzz-a-ldrin-on-looking-back-at-earth-15> Accessed 15.09.2020

<https://search.creativecommons.org/photos/547774ee-8c84-490f-b466-2abd93599d03>



Resource KS2 - 2.3



"Orbiting Earth in the spaceship, I saw how beautiful our planet is. People, let us preserve and increase this beauty, not destroy it!"¹⁶

Yuri Gagarin, who became the first human to orbit Earth in 1961.

¹⁰ https://en.wikiquote.org/wiki/Yuri_Gagarin

<https://search.creativecommons.org/photos/b3f807ad-bdc1-4518-bf9e-2ba653bd74d9>



"I really believe that if the political leaders of the world could see their planet from a distance of,

let's say 100,000 miles, their outlook would be changed. The all-important border would be invisible, that noisy argument suddenly silenced."¹⁷

Michael Collins, one of the first humans to orbit the moon with the Apollo 11 mission in 1969

¹⁷ <https://www.businessinsider.com/quotes-from-the-apollo-11-astronauts-2019-7?r=US&IR=T#michael-collins-on-looking-down-at-earth-13>

<https://search.creativecommons.org/photos/a22ab050-ae50-4f9c-bca0-3bb1e08e297>



"The reality is, that the majority of us will not get off this planet. So space exploration has to benefit us here on Earth."¹⁸

Mae Jemison, first African American woman in Space

¹⁸ https://www.brainyquote.com/authors/mae-jemison-quotes_2

https://en.wikipedia.org/wiki/Mae_Jemison#/media/File:Mae_Carol_Jemison.jpg

"The vast loneliness up here on the moon is awe-inspiring. It makes you realise just what you have back there on Earth."¹⁹

James Arthur Lovell, on the Apollo 8 mission to the Moon in 1968.

¹⁹ [Apollo 8 Technical Air-to-Ground voice transcription, tape 57, page 6.](#)

https://commons.wikimedia.org/wiki/File:James_Lovell.jpg



Resource KS2 - 2.4 WORKSHEET

Try one or more of these structures for your poem

Repeating Last Line

Think of a line that will repeat throughout the whole poem. It could be "We must protect the Earth" or think of one of your own.

This will be your first line, and it will then be last line of every verse. You will write 4 stanzas of 4 lines each.

Stanza 1

We must protect the Earth

We must protect the Earth

Stanza 2

We must protect the Earth

Stanza 3

We must protect the Earth

Stanza 4

We must protect the Earth

Resource KS2 - 2.4 WORKSHEET continued

Concrete Poem

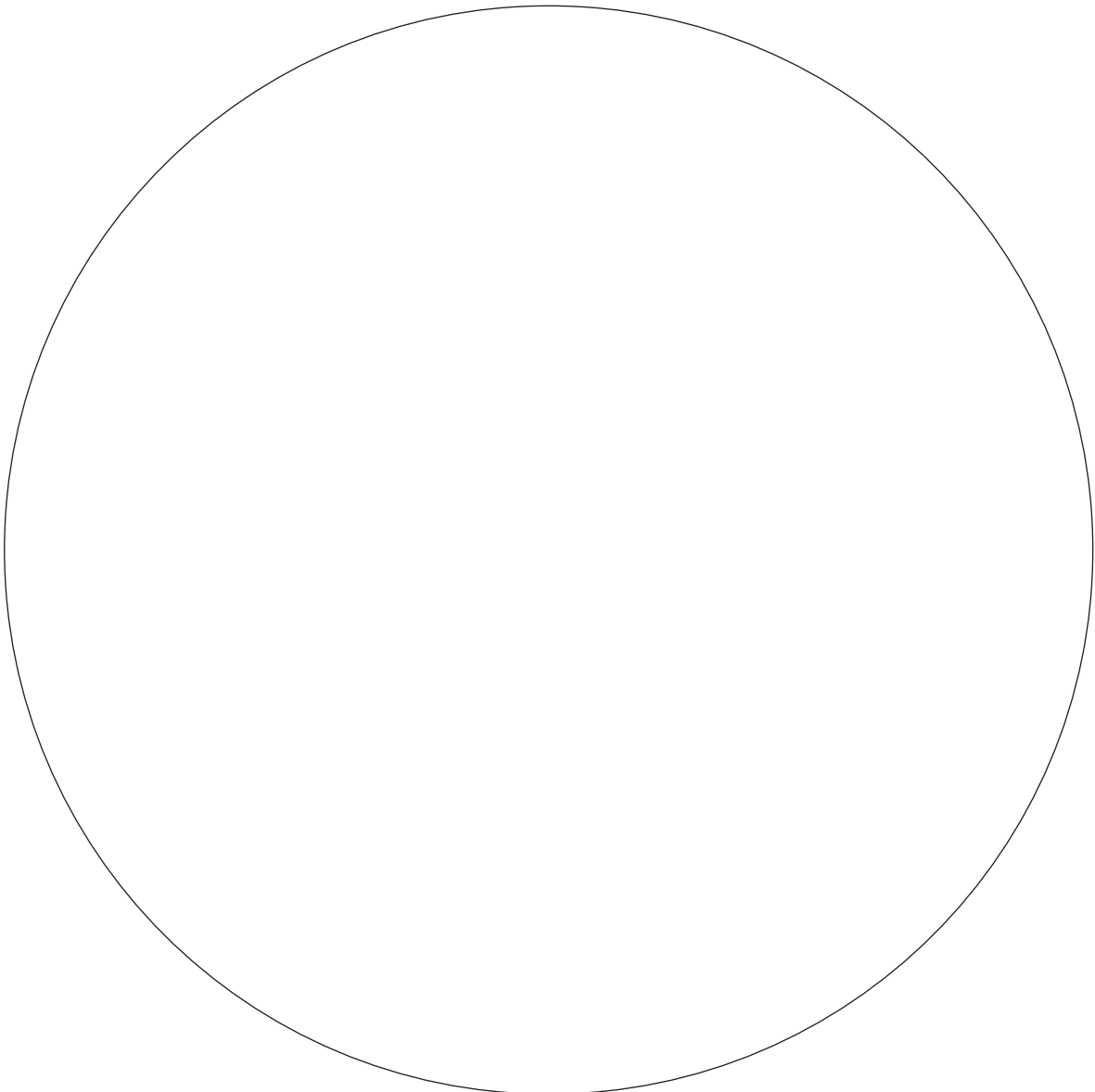
A Concrete Poem is a poem that is written in the shape of the subject.

Try to write a poem in the shape of the Earth. Use this circle to help you.

You will need to start with a line of just one word. Then you will need more short lines at the beginning.

To fill in the shape of the Earth, you will need to start making each line longer, and longer, then shorter, and shorter, and your last line will be one word again!

When you've written your poem in the circle, you might like to decorate it to make it look like a planet.



KS2 ACTIVITY 3

Learning Objective: To explore the importance of wellbeing for difficult situations; to explore how to overcome issues of microgravity in Space

Learning Outcome: To design an invention that would enable an astronaut to carry out your favourite hobby in Space.

Curriculum Links: Critical Thinking, Science, PSHE, Art and Design, Drama

Key Words: Wellbeing, Mindfulness, Resilience, Adaptations



Discuss

- Discuss with a partner or share with the class:
 - What hobbies do you have?
 - Were you still able to do it during lockdown? Did you need to make an adjustment?
 - Did you learn a new hobby during lockdown?

Find Out

- Many astronauts feel lonely in space, so they are allowed to bring one or two luxury items and/or things they need to do their hobbies.
- Look at Resource KS2 - 3.1 and the hobbies that astronauts took to Space with them. Look at their explanations and discuss:
 - Why did they take their hobbies with them into Space?
 - What would have been the impact of this? For example, Carl Walz's music clearly brought the whole crew together to sing and have a good time, as well as being important for him personally.

Discuss

- Of course, the hobbies and games had to be adjusted for Space. Try to recall what Janet explained had to be adapted for Space. Some examples are:
 - the 'Space Pillow' and how to ensure your head stays on the pillow while you sleep;
 - the explanation of the Russian bread and salt wafer and the fact that the salt wafers overcome the problem of having salt in the eye;
 - the Drink Straw with the lock on it.
- Have a look at Resource KS2 - 3.2 which shows the astronauts from the previous activity explaining how they overcame the problems of microgravity.
- Watch Satoshi Furukawa make his LEGO Space Station with the bricks inside a plastic glovebox to adapt for the microgravity: <https://www.youtube.com/watch?v=YYLMCepxNkU>

Play

- **Advise the Astronaut**
 - Students think of one of their favourite hobbies or things to do, or choose from the list of suggestions.
 - Choose someone to be the Astronaut who mimes trying to do one of their hobbies.
 - The rest of the class must pause the Astronaut where they think s/he might need reminding about microgravity. They should suggest ways to overcome this!

Discuss

- Discuss with a partner or share with the class:
 - What hobbies do you have?
 - Were you still able to do it during lockdown? Did you need to make an adjustment?
 - Did you learn a new hobby during lockdown?

Suggestions

Playing cards
Playing board games
Painting
Playing football
Playing cricket
Dancing
Playing a musical instrument
Knitting
Sewing
Reading

Plan

- Once the students have chosen their hobby, they now need to think of a way in which they will be able to use it on board the ISS!
- Consider:
 - What adjustments would you need to make in your space shuttle for doing these activities, and what extra considerations and equipment might you need? Many astronauts say Velcro is vital!
 - Make a plan in your book.

Create

- Design the invention for the hobby to make it work on the ISS.

Share

- Students share inventions with the rest of the class.

Extension

- **Drama:** Pitch inventions or make a TV advert for one of the student's inventions.
- **Literacy:** Write a persuasive piece of writing convincing astronauts to buy the invention.
- **Science:** Link the exercise explicitly to study of gravity.

Resource KSI - 4.1

"Music makes it seem less like a spaceship, and more like a home."²⁰

NASA astronaut Carl Walz, who played the keyboard and the guitar on the ISS during his 196-day mission in 2003.

²⁰ Clive Gifford, *The International Space Station*, 2018 – page 23

"It was a great opportunity for me to build a LEGO Space Station. I enjoyed building it!"²¹

Japanese astronaut Satoshi Furukawa, who took a LEGO set and built of a model of the ISS in 2011.

²¹ <https://forum.nasaspaceflight.com/index.php?tpic=28156.0>

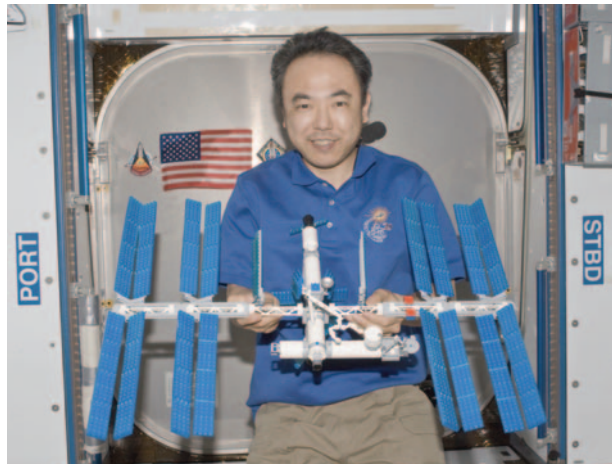
<http://www.oafe.net/blog/2012/06/legos-space-theme-goes-to-a-whole-new-level/>



<https://search.creativecommons.org/photos/dc46780c-f688-4a5f-bfad-6b43246fa113>



https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music



<https://forum.nasaspaceflight.com/index.php?PHPSESSID=5mae5d97f86ccphne2ec9e6snt&action=dlattach;topic=28156.0;attach=375615;image>

"In long duration you want to prepare yourself for being away a long time. One of the things you want to do is to carry on with activities that are important to you on the ground."²²

Ellen Ochoa, who brought her flute as one of her personal items on her first shuttle flight.

²² https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music
[//forum.nasaspaceflight.com/index.php?tpic=28156.0](https://forum.nasaspaceflight.com/index.php?tpic=28156.0)

Resource KS2 - 3.2

"When he played the keyboard, Walz had to use foot restraints to hold himself in place."

"Every time you hit a note, you push the keyboard away. You have to sort of get used to that."

"Walz managed by strapping the keyboard to his legs with a bungee cord."²³

NASA astronaut Carl Walz, who played the keyboard and the guitar on the ISS during his 196-day mission in 2003.

²³ https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music

https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music

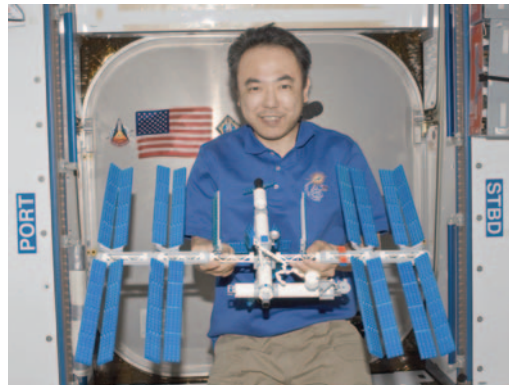


"A lot of the work dealing with the small pieces had to be done in a simple box with plastic sides so you could see inside. This is so you don't have all of these little pieces getting loose and becoming either lost or getting jammed in equipment."²⁴

Japanese astronaut Satoshi Furukawa, who took a LEGO set and built of a model of the ISS in 2011.²²

²² <http://www.oafe.net/blog/2012/06/legos-space-theme-goes-to-a-whole-new-level/>

<http://www.oafe.net/blog/2012/06/legos-space-theme-goes-to-a-whole-new-level/>



"When I played the flute in space I had my feet in foot loops."²⁵

Ellen Ochoa, who brought her flute as one of her personal items on her first shuttle flight.

https://science.nasa.gov/science-news/science-at-nasa/2003/04sep_music

<https://search.creativecommons.org/photos/dc46780c-f688-4a5f-bfad-6b43246fa113>



KS2 ACTIVITY 4

Learning Objective: To understand, and be able to put into practice, the 5 Ways to Wellbeing

Learning Outcome: To make a Wellness Package for Janet to take with her on her next mission to space.

Curriculum Links: Literacy, PSHE

Key Words: Isolation, Loneliness, Wellbeing, Mindfulness, Friendship, Care, Community



Watch

- Watch the official video for Elton John's song *Rocket Man*:
<https://www.youtube.com/watch?v=DtVBCG6ThDk>

Discuss

- Discuss in pairs, groups or as a whole class,
 - What emotions do you feel from watching this video?
 - How does the Rocket Man feel about going into Space?
 - He repeats '*I think it's going to be a long, long time.*' Do you think thinking this way will help him? Does it make him happier?
 - It is catching Rocket Man in a negative cycle of thinking. What lines could he say instead to change his way of thinking?

Find out

- Mindfulness teaches us that though we can't change the things outside of our control, we can change the things within our control.
- Watch astronaut Anne McClain talk about life on the ISS in the video clip below. How does she cope with the loneliness of Space?
http://www.esa.int/kids/en/Multimedia/Videos/Paxi_on_the_ISS/Living_in_space
- Look also at the astronauts' quotes about loneliness in space (Resource KS2 - 4.1.) How are they coping with the loneliness of Space, if at all?

Find out

- Introduce the 5 Ways to Wellbeing. Give each student Resource KS2 - 4.2.
<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>
 - Connect: Be nice to be people around you. Spend time with family and friends.
 - Take Notice: Notice beautiful things in your environment. Keep your eyes open, not just on your screen.
 - Stay Active: Do exercise and keep fit.
 - Keep Learning: Learn facts, have interesting conversations, learn a new skill.
 - Give: Do nice things for people, help a charity, even just give a smile or a compliment to some one who looks sad.

Discuss

- When you were in lockdown, how many of the 5 Ways to Wellbeing things did you do? Think about your invention from activity 3 - maybe your hobby could fit into the 'Keep learning' or 'Stay active' boxes.

Find out

- Watch the Newsround clip on Tim Peake <https://www.bbc.co.uk/newsround/36560356> .
- What were Tim Peake's Top 10 activities on the ISS? Can you organise each one into each of the 5 ways to wellbeing?
- Read aloud the quotes in Resource KS2 - 4.1 again. Do any offer any solutions that could fit into any of the '5 ways to wellbeing' columns?

Plan

- You are going to make a ***Survive Space With A Smile On Your Face*** package for Janet that will help her and her colleagues to cope with loneliness and isolation at the International Space Station.
- To think about what will go in the package, think about what you yourself would like to receive. What things make you happy? What things made you happy in lockdown, or maybe you would have liked to receive?
- In groups, pairs or independently, use Resource KS2 - 4.3 to mindmap some ideas, according to each of the 5 Ways to Wellbeing columns.

Create

- Assemble the package. This can take the form of writing, photos, or arts and crafts.

Share

- Students present the contents of their Wellbeing Package to each other.

Wait!

- Take photos and email these to Theatre Alibi, and Janet will send back a personal reply!

Resource KS2 - 4.1

"It can be difficult to be confined for such a long period of time. Here on the station it's very important that we always work together"

Anne McClain, Flight Engineer for the International Space Station in 2018.

<https://search.creativecommons.org/photos/c18f1366-9699-4cd8-b2b0-0e4ebff49a84>



"Being in space taught me that it's people, not material goods, which truly matter. Up there we had all we needed to survive: the right temperature, food and drink, safety. I gave no thought to the physical items I owned on Earth. When we flew over specific parts of the globe, it was always our loved ones we thought of down below us."²⁷

Helen Sharman, the first British astronaut to visit the Mir space station in 1991.

²⁷ <https://www.bbc.co.uk/news/uk-51003374>

<https://search.creativecommons.org/photos/ca4a9a99-4101-439b-aa3d-f529eef0bd0e>



"Not since Adam has any human known such solitude as Mike Collins is experiencing during the 47 minutes of each lunar revolution when he's behind the Moon with no one to talk to except his tape recorder while he waits for his comrades to rejoin him for the trip back to the Earth."²⁸

Mission Control, talking about the astronaut Michael Collins during the first Moon landing in 1969.

¹⁸<https://spaceflight.nasa.gov/history/apollo/apollo11/july21.htm>



My ever-thoughtful wife had cut a small corner off the blankets that my two boys, Thomas and Oliver (then 6 and 4 years old) used to sleep with, for me to take with me. ²⁹

Tim Peake

²⁹ Tim Peake, *Ask An Astronaut*, 2017, 138.

<https://search.creativecommons.org/photos/b3f807ad-bdc1-4518-bf9e-2ba653bd74d9>



"Sometimes you had to spend days on end in an isolated space of limited volume where you were completely cut off from the world. Not a sound, not a rustle. No movement of the air. Nothing, no one to speak to. From time to time, according to a certain schedule, you must send a radio message. This communication is one-sided. You send a message and do not know whether it has been received. You get no answer from anybody. And whatever happens nobody will come to your rescue. You are alone, absolutely alone and only yourself to rely on" ³⁰

Yuri Gagarin

³⁰ <https://blog.museumofflight.org/top-ten-quotes-from-yuri-gagarins-biography>

<https://search.creativecommons.org/photos/b242493e-1af1-4e2c-8d8f-a505e2183346>

Resource KS2 - 4.2 WORKSHEET The 5 Ways to Wellbeing

"Your mind is like a parachute: if it isn't open, it doesn't work."

Buzz Aldrin, one of the first men to walk on the Moon on the Apollo 11 Mission in 1969³¹

The 5 Ways to Wellbeing are positive things you can do to stay happy, no matter how hard things are.

Can you fill in ideas for each of the boxes?

Connect

Take Notice

Stay Active

Keep Learning

Give

³¹ <https://www.businessinsider.com/quotes-from-the-apollo-11-astronauts-2019-7?r=US&IR=T#buzz-aldrin-on-keeping-an-open-mind-3>

Resource KS2 - 4.3 WORKSHEET The 5 Ways to Wellbeing

Survive Space with a Smile on your Face!

Use these spaces to plan some ideas for your Wellbeing Package for Janet

Take Notice

Anne McClain said she missed the smells, colours and sounds of Earth when she was in Space. Help Janet to remember. Go on a walk and take notice of the beauty of the environment. Take pictures, make a drawing, or write about something you have noticed. Tell Janet about it.

Keep Learning

Teach Janet something new. It could be a page of puzzles, a message written in a secret code, a page of interesting facts you know, a page of jokes or riddles, or some words in another language.

Resource KS2 - 4.3 WORKSHEET The 5 Ways to Wellbeing continued

Connect

Janet is going to connect with... YOU! What can you tell Janet about yourself? Your likes, your dislikes, your favourite way to spend a weekend? Write this in a letter.

Stay Active

Set Janet a challenge! Tim Peake ran the London Marathon in Space, but she doesn't have to do that! It could be something as simple as completing 20 star jumps. Do the challenge yourself, time yourself, and tell her to try and beat your time!

Give

Now you can give Janet something special for her, but very small. Remember that clothes get thrown away on the ISS, but you could give her something like a friendship bracelet; or a piece of blanket such as Tim Peake's wife gave him. Maybe a favourite car? Plan your ideas here.

ADDITIONAL RESOURCES

Gallery of images taken by Tim Peake from the ISS

<https://www.theguardian.com/science/gallery/2016/nov/22/hello-is-this-planet-earth-by-tim-peake-international-space-station-in-pictures>

European Space Agency For Kids

Interactive and multimedia online activities

<http://www.esa.int/kids/en/learn>

European Space Agency educational resources

For teachers

<http://www.esa.int/Education>

Science Museum

Classroom resources

<https://learning.sciencemuseumgroup.org.uk/resources/?topic=space>

NASA

Resources for teachers

<https://www.nasa.gov/stem/foreducators/k-12/index.html>

This website is geared at the US School curriculum.

Here's a handy guide to the American school grades system and UK year group equivalents:

AGE	UK YEAR GROUPS	USA SCHOOL GRADES
4 - 5	Reception	Pre-Kindergarten
5 - 6	Year 1	Kindergarten
6 - 7	Year 2	1st Grade
7 - 8	Year 3	2nd Grade
8 - 9	Year 4	3rd Grade
9 - 10	Year 5	4th Grade
10 - 11	Year 6	5th Grade

NON-FICTION / INFORMATIVE BOOKS

Key Stage 1

Red Rover: Curiosity on Mars

Richard Ho and Katherine Roy

(an illustrated story that explores the landscape of Mars and the adventures of the NASA Rover.)

The Big Beyond: The Story of Space Travel

James Carter and Aaron Cushley

(a narrative poem in an illustrated picture book format)

Once Upon A Star: A Poetic Journey Through Space

James Carter and Mar Hernández

(poetry that explores The Big Bang and the origins of the universe)

Here We Are: Notes for Living on Planet Earth

Oliver Jeffers

(a great introduction to caring for our world)

Key Stage 2

Space Exploration

Dorling Kindersley Eyewitness Series

Hello, Is This Planet Earth?

Tim Peake

A gallery of the images in Tim's book is available at:

<https://www.theguardian.com/science/gallery/2016/nov/22/hello-is-this-planet-earth-by-tim-peake-international-space-station-in-pictures>

Blast Off To The Moon!

British Interplanetary Society

Hidden Figures: The True Story of Four Black Women and the Space Race

Margot Lee Shetterly and Laura Freeman

A Galaxy Of Her Own: Amazing Stories Of Women In Space

Libby Jackson

SPACE-THEMED STORY BOOKS

EYFS and Key Stage 1

Goodnight Spaceman

Michelle Robinson

The Way Back Home

Oliver Jeffers

How To Catch A Star

Oliver Jeffers

Look Up

Nathan Bryon and Dapo Adeola

You Choose In Space

Pippa Goodhart and Nick Sharratt

Space Race

Malorie Blackman and Colin Mier

Bob, Man on the Moon

Simon Bartram

Beegu

Alexis Deacon

Aliens Love Underpants

Claire Freedman and Ben Cort

Q Pootle 5

Nick Butterworth

Q Pootle 5 In Space

Nick Butterworth

Whatever Next!

Jill Murphy

Here Come The Aliens!

Colin McNaughton

Toys In Space

Mini Grey

Chloe & Beans: Pants on the Moon

Chloe and Mick Inkpen

The Smeds and the Smoos

Julia Donaldson and Axel Scheffler

Key Stage 2

Bob, Man on the Moon

Simon Bartram

Bob's Best Ever Friend

Simon Bartram

Bob and the Moon Tree Mystery

Simon Bartram

The King of Space

Jonny Duddle

Moon Man

Tomi Ungerer

DRAMA GAMES

An excellent book filled with ideas for Drama Games you can use in the classroom is *Drama Games For Classrooms and Workshops* by Jessica Swale (2009)

Some simple games that build teamwork (see Key Stage 1 Activity 1) include:

Human Knot

Ask the group to form a circle holding hands and then walk in towards the centre. Make sure everyone continues to hold hands.

As the leader direct individuals under and through each other in order to tangle them up and then remove one link between two students.

The group then have to try and untangle themselves into a straight line without breaking any links.

If they manage this quickly, a good extension is to get them to do it without talking.

Clap Together

The whole group stands in a circle with their arms stretched as wide as possible, like an aeroplane. Their hands should not touch.

If you don't have enough space for this, get everyone to stand with their hands held up as far apart as their shoulders.

Without speaking, or using any hand gestures, everyone must slowly bring their hands together to try to clap at the same time.

Everyone will need to watch each other carefully, and find a rhythm in sync with the whole group.

Count to 10

It's nice to do this exercise standing in a circle, but it can also work if the students are sitting on the floor, or even at their desks (especially if trying the harder version, where the students shut their eyes).

The aim of the game is to count to ten out loud as a group. But each number must only be spoken by one person at a time, and no one must be interrupted.

There is no other talking or gestures allowed!

Any time two people speak at once, you have to go back to the start.

Ways to make this harder, depending on your group, include making them count higher as they successfully manage each target or to get them to shut their eyes.