



STAR★GIRL

TEACHING NOTES

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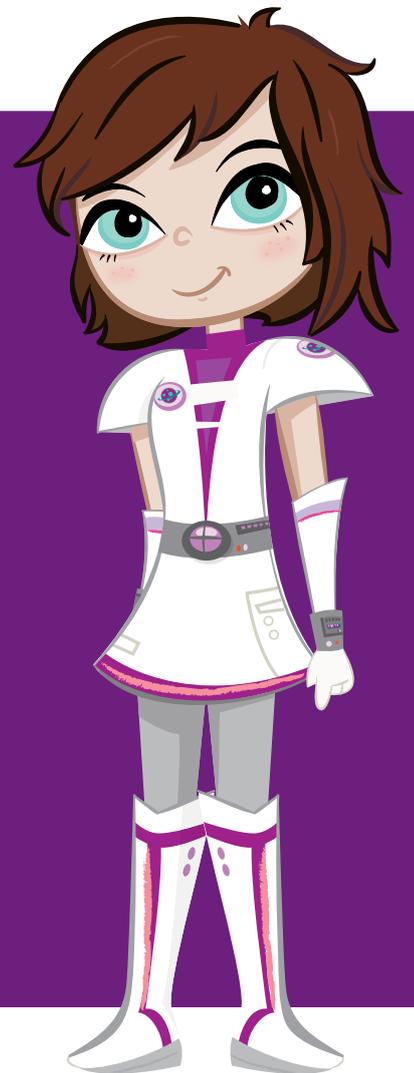
www.stargirluniverse.com



Addie Banks is your average 10-year-old girl. She loves hanging out with her friends, going to ballet classes, collecting plush-toy animals and playing sport. The school that Addie attends is anything but average! Addie has made it into the most extraordinary boarding school in the universe—a space station boarding school.

Addie's adventures at the school are exciting and extreme. She completes missions to strange planets equipped with even stranger mission gadgets!

Can Addie really save her adorable and endangered alien creatures with a lip-gloss spaceberry, a pair of Happy Birthday singing gumboots and items that look more suited to a sleep-over party?



ADDIE BANKS IS SPACE CADET

STAR★GIRL

THE SERIES

Star Girl is set in a mirror universe that allows for the educational concepts of sustainability and the environment to be explored within a rich literature setting. A setting with friendship struggles and boarding school dramas where grand adventures take place.

BOOKS 1 - 8: First year of boarding school and space cadet training

BOOKS 9 - 12: Second year of boarding school and space captain training

BOOKS 13 - 16: Third year of boarding school and space agent training

The over-arching storyline of the series spans the 16 titles whilst individual missions are completed within each book.

THE BOARDING SCHOOL

Like all boarding schools, SEAS offers the usual boarding school facilities. It has dorm rooms, dining halls, an infirmary, classrooms and sports resources. But this school also has a shopping galleria just for students, its very own Beach Island, Celebration Birthday Party Pods that can be transformed into any party theme, cinemas, theme parks, gravity free space-ball courts and a horse-riding centre!

Like all boarding schools, the school offers the usual tuition. But this school also teaches Alien Creatures 101, Spacecraft Flight Training, Zero Gravity classes and Environmental and Sustainability Planet Studies. Most importantly, it teaches students how to save space and its endangered life forms. Students in the space-training program at this boarding school complete missions on planets in outer space that are in danger and need of help.

And, like all schools, friendship struggles, power plays, queen bee personalities and clicky-friendship groups are rife. Addie must work her way through the every-day situations and problems that all girls face as she strives to keep her place in this competitive and thrilling environment.

Will Addie make it through her three years of boarding school to become space agent? Outer Space needs her.

THE STUDENTS

The students at this boarding school have come from all over the world. They've been handpicked for their qualities and skills. Each one has won a coveted position in this program and all want to make it to agent—but not all of them will.

Brought together to save space, these students must also learn how to work together: to work as a team, to look out for one another, to problem-solve, to value and trust their partners and teams, to face their fears and to be honest and fair.



Knowing what they must do is easy. Making it happen is not. Friendships are made and broken, group rivalry is harsh and competitiveness is fierce. Getting along isn't always as easy as it seems.

THE PLANETS

Although unusual and fantastic, each planet represents a version of one of Earth's diverse environments. The frozen purple lands of planet Polare mirror the North and South poles. There are pink marshlands, drought-stricken plains, rainforests and blue savannahs.

Students are sent in pairs, threes and small groups on missions to planets whose ecosystems are under threat or being destroyed. As a result, the life forms on these planets are suffering and endangered. Many of the problems on these planets mirror those on Earth. Water supply issues, dwindling food sources, disappearing habitats, mining, oil spills, pollution, global warming and the destruction of critical ecosystems all play a part in Addie's grand adventures on-mission.

THE ALIEN CREATURES

The alien creatures at risk in this series are a clever blend of the animals on Earth and they have all adapted over time to their strange and fantastic planet homes. The aquamatas on the water planet Aquare are a mix of jellyfish, caterpillar and crocodile. The savasaurs from the savannah-lands planet of Savannator are a blend of zebra, lion and unicorn. The beautiful little chimparees from planet Chimparos are a striking blend of rabbit, chimpanzee and cuddly kitten. With unusual colouring and features, they look nothing like any animals we know and yet so like them. They are Addie's greatest love and she will stop at nothing to help them.



CURRICULUM LINKS ACROSS ENGLISH, SCIENCE AND SUSTAINABILITY PRIORITIES

The following curriculum links relate to the books, their discussion points and activities.

Literature: Australian English Curriculum

| | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACELT 1594 | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author's reasons |
| ACELT1596 | Draw conclusions between personal experiences and the world's of texts, and share responses with others |
| ACELT 1598 | Develop criteria for establishing personal preferences for literature |
| ACELT 1599 | Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of a narrative |
| ACELT 1791 | Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue |

Literacy: Australian English Curriculum

| | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACELY 1675 | Identify the point of view in a text and suggest alternative points of view |
| ACELY 1677 | Plan and deliver short presentations, providing key details in logical sequence |
| ACELY 1678 | Identify the audience and purpose of imaginative, informative and persuasive texts |
| ACELY 1680 | Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structure and language features |
| ACELY 1683 | Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation |
| ACELY 1685 | Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements |

Sustainability: Australian Cross-Curriculum Priorities

| | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | Organising Ideas |
| Systems | |
| 01.1 | The biosphere is a dynamic system providing conditions that sustain life on Earth |
| 01.2 | All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival |
| 01.3 | Sustainable patterns of living rely on the interdependence of healthy social, economical and ecological systems |
| World Views | |
| 01.4 | World views that recognise that dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability |
| Futures | |
| 01.6 | The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future |
| 01.7 | Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments |
| 01.9 | Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments |

Science Understanding: Science Australian Curriculum

| | |
|----------|------------------------------------------------------------------------------------------------------------------|
| ACSU211 | Living things live in places where their needs are met |
| ACSSU044 | Living things can be grouped on the basis of observable features and can be distinguished from non-living things |
| ACSSU073 | Living things, including plants and animals, depend on each other and the environment to survive |
| ACSSU074 | Natural and processed materials have a range of physical properties: These properties can influence their use |

#1 NEW GIRL



SYNOPSIS

Addie arrives at the boarding school three weeks later than everyone else having only been accepted on a second-round offer. Friendships are already formed and dorm rooms already allocated. Addie finds it tough starting late at the school. She misses her friends and family back on Earth and she doesn't get along with her new roommate. When Addie is sent on a mission with her their problems go from bad to worse. Can Addie and Valentina work together to save the frozellas and stop the melting of their ice-cap world?

DISCUSSION POINTS

CHAPTER ONE

- ★ Why did Addie start three weeks after everyone else at the space boarding school and how did this affect her settling in period?
- ★ How would you feel about going to boarding school and why?
- ★ In what ways were Valentina and Addie different?

CHAPTER TWO

- ★ What environmental problem was impacting the planet Polare?
- ★ What does Valentina reveal about herself through her actions in this chapter?
- ★ How do you think Addie and Valentina will do on this mission and why?

CHAPTER THREE

- ★ What year of boarding school is Space Surfer in?
- ★ Which animal do the alien frozellas remind you of and why?
- ★ Why did Addie hit the autopilot override button?

CHAPTER FOUR

- ★ How did Addie help Valentina on the mountain?
- ★ What do you think might have happened had Addie fallen instead?
- ★ What two things did the cadets need to do at the top of the mountain?

CHAPTER FIVE

- ★ How might Addie's fall from the dish have been avoided?
- ★ What happened while Addie was stranded and asleep on the ice?



- ★ Do you think Valentina regretted what she'd done? Why or why not?

CHAPTER SIX

- ★ Why do you think Addie decided not to say anything to Mr Cruise about the tracking chip?
- ★ What would you have done in Addie's place and why?
- ★ Why do you think Valentina agreed to new roommates?

OVER-ARCHING SERIES STORYLINE

- ★ What does the SEAS boarding school do and why?
- ★ What friendship problems does Addie face at her new school?
- ★ How would you rank the success of her first mission and why?

ACTIVITIES

★ TWO SIDES TO EVERY STORY

Review with students that Valentina's old roommate has left the school and Addie has taken her place. Invite students to reflect on how the text is told from Addie's point of view. Have them reread Addie's text messages home to her friend Jess on page 9. Then ask the students to look for examples in the text that indicate to the reader what Valentina doesn't like about Addie. Explain that there are always two sides to every story. Encourage students to consider what Valentina might write about Addie in a letter home to one of her friends. Now have them write an email to a friend from Valentina's point of view.

★ SHARING

Ask the students if they have ever shared a room with a sister or brother and encourage them to discuss their experiences. Point out that having some rules to follow can make things easier when sharing a small space. Organise students into pairs and have them write up a list of rules for Addie and Valentina to follow. Have pairs present their set of rules to the class and encourage them to justify why they think their rules would help.

★ GOING TO BOARDING SCHOOL

Addie is excited about gaining a spot at boarding school but she is finding it hard to settle in and she misses her friends and family. Discuss with students the pros and cons of going to a boarding school versus a day school. Now have students work with you to construct a Venn diagram on the whiteboard that shows the pros and cons of both.

★ ENVIRONMENTS AT RISK

In groups, have students examine the alien frozella's environment and make a list of what they know and what is happening to it. Next, have them research Earth's polar ice caps.



Encourage them to draw comparisons between the two and then write a short exposition on the importance of preserving the polar ice caps on Earth.

★ ACTIONS AND CONSEQUENCES

Point out to students that in this story there are many examples of actions having consequences. Draw a table with two columns on the white board and label them: actions and consequences. In the 'actions' column list the following: Valentina removing the tracking chip; Addie jumping onto the floe to save the family; the dish generating too much heat and Addie keeping silent about the tracking chip in the flyby. Now invite students to revisit the text to discover what the consequences were for each of these actions. Write their findings in the column labelled 'consequences'. Now encourage students to find other examples of actions and consequences in the text to add to this table.



#2 ODD ONE OUT



SYNOPSIS

Addie's first ballet lesson at her new school has left her feeling the odd one out. Wearing her old purple ballet dress rather than the school's regulation pink one she sticks out like a sore thumb. Added to this, Valentina has been spreading stories about her performance on their last mission and now Addie's new mission partner, Grace, doesn't trust her. During their mission to save the vine aliens and stop the deadly pollution that is poisoning their air, Grace learns that Addie can be trusted and that Valentina isn't the person that Grace thought she was. At the end of the story Grace stands up to Valentina and Addie has won a new and loyal friend.

DISCUSSION POINTS

CHAPTER ONE

- ★ Why did Addie feel like the odd one out?
- ★ What did Olivia know about Addie that always made Olivia feel sad for her?
- ★ Why do you think Grace was cool and a little mean to Addie outside the hall?

CHAPTER TWO

- ★ What is the Dome Traveller and how does it work?
- ★ What is the environmental problem on planet Plantagan and how is it affecting the alien creatures that live there?
- ★ Why do you think Grace doesn't trust Addie?

CHAPTER THREE

- ★ What was the shortcut Space Surfer took to get to the planet?
- ★ Why did the cadets need oxygen tanks?
- ★ What caused Addie's travel sickness?

CHAPTER FOUR

- ★ Valentina has told Grace her version of events on the planet Polare. How accurate is it?
- ★ How did the cadets free themselves from the alien vines?
- ★ What problem did Grace have and how did Addie help her to overcome it?

CHAPTER FIVE

- ★ Explain how the cadets used their mission gadgets to solve the environmental problem on Plantagan.



- ★ What role did Addie's purple tutu play on this mission?
- ★ In what ways did the vine aliens work with the cadets to rescue their planet?

CHAPTER SIX

- ★ What did the girls earn bonus points for?
- ★ Explain what Grace meant when she told Valentina she got the inside wrong with her too.
- ★ How did Addie show Grace she could be trusted?

OVER-ARCHING SERIES STORYLINE

- ★ What has Grace learnt about Valentina in this book?
- ★ In what ways has Addie started making headway at her new school?
- ★ What qualities do you think the school values most in its agents-in-training?

ACTIVITIES

★ DYNAMIC CHARACTERS

Explain to students that Grace is a dynamic character in this book. She grows and changes as a result of her experiences and she revises her thinking on several fronts as a result. Put students into pairs and have them list what they know about Grace's thoughts and feelings at the beginning of the text and then at the end of the text. Next, invite them to reflect on what they think it was that brought about these changes in Grace and why. Allow time for pairs to share their lists with the class and encourage them to back up their opinions with evidence from the text.

★ LIVING THINGS MUST HAVE THEIR NEEDS MET

Draw students' attention to page 43 of the text. Ask them: How did the cadets know the environment was under threat and affecting the well being of the alien creatures? Explain to students that the vine aliens could easily survive in their environment when their needs were met. Work with the students to create a list of needs on the board. Now, have them tell you what happened when those needs were not being met. Next, compare this to humans on Earth and discuss with students what we need for a sustainable healthy life and why.

★ QUICK THINKING AND SMART MOVES

Addie and Grace did very well on this mission and were even awarded bonus points by SEAS for the attributes and qualities they demonstrated. Have students analyse what the girls did at every step of the way and the outcome their actions had on the problems they encountered. Then have them reflect on what skills, attributes or qualities they showed. Model this activity for the students by doing one first. Write: Problem, Action, Outcome and Qualities-Skills on the board. Then, under Problem write: Caught by the vine aliens.



Under Action write: communicating with the translator app. Under Outcome write: set free and gained help from the aliens. Under Qualities-Skills write: Working together to access the app. Quick thinking and problem solving. Now encourage the students to locate other problems in the text to complete on the table in the same manner. Other problems include: Grace's claustrophobia in the tunnel, lack of air for the aliens in the tunnel, inability to see inside the factory, getting past the industroborgs, Grace getting stuck on the conveyor belt and shutting down the factory.

★ A SCHOOL CREST TO REFLECT WHAT SEAS DOES

Ask students what the space boarding school does in space and why. Establish that SEAS values all the different ecosystems and environments in space and that they understand that every alien creature is dependent on healthy ecosystems for their health, wellbeing and sustainability. Have students brainstorm a list of words that represent what SEAS believes in and represents. Then direct them to examine the elements in their own school crest. Talk about the role of a symbol or picture, the overall design and how words or mottos are incorporated into the crest. Now invite students to create a new school crest for SEAS that they feel reflects what the school stands for.

★ STRATEGIES FOR FACING YOUR FEARS

Grace suffers from claustrophobia and Addie helps her to cope with it as they make their way through the narrow tunnel in the mountain. Have the students revisit the text to find out how fear of tight spaces affects Grace. Ask them to share any experiences they may have had like this. Explain that this is called claustrophobia. Review the strategies Addie uses to help Grace face her anxiety. Explain that we can all feel frightened and anxious from time to time and that there are strategies we can use to help us cope just like Grace. Some example situations might be fear of public speaking and anxiousness about test situations. Work with students to identify strategies they can use to overcome anxiety and nervousness in various situations.



#3 WINNING MOVES



SYNOPSIS

Addie has been chosen as goalie for the Stellar House Spaceball team and she finds herself up against Valentina on the courts. Struggling to do a good job as goalie, Addie is rescued by a mission call. She and her friend Miya are off to a beautiful, bright yellow water world that is under threat. Together they manage to stop the black goo destroying the environment, save the aquamantas and have a lot of fun along the way.

DISCUSSION POINTS

CHAPTER ONE

- ★ What two sports do you think the game of Spaceball might have been based on?
- ★ Why was Addie so nervous about playing Spaceball?
- ★ Who laughed at Addie and why?

CHAPTER TWO

- ★ Why did Professor Nebulus have a school house named after him?
- ★ What are space tank simulators?
- ★ What was happening to the under-water environment on planet Aquare and its alien life forms?

CHAPTER THREE

- ★ Why did the cadets think that their mission equipment looked more suited to a sleepover party?
- ★ What was in the polluted water that was dangerous to humans as well as aquamantas?
- ★ Predict how you think each of the gadgets could be used on this mission.

CHAPTER FOUR

- ★ Describe the underwater world of Aquare that the cadets had dived into.
- ★ What happened when Addie came into contact with the purple goo?
- ★ Why were so many aquamantas laying on the sea floor?

CHAPTER FIVE

- ★ How had the aquamantas adapted to the thick waters so that they could move through it easily?



- ★ Describe how what was taking place in the water environment is similar to some disasters that have taken place in our oceans and seas.
- ★ How did the alien life forms work with the cadets to help stop the source of the water pollution?

CHAPTER SIX

- ★ What qualities did the girls demonstrate that earned them such high points for this mission?
- ★ How will having participated on this mission help Addie to be a better Spaceball player?
- ★ What does Valentina value most and why?

OVER-ARCHING SERIES STORYLINE

- ★ What did Addie learn about Valentina in this book?
- ★ How do you think Addie is coping with boarding school and why?
- ★ There were four founding teachers at SEAS but only one remains at the school now. What do you think might have happened to the other three teachers? Why?
- ★ What role did Addie's purple tutu play on this mission?
- ★ In what ways did the vine aliens work with the cadets to rescue their planet?

ACTIVITIES

★ SPACEBALL: A MADE UP GAME

Draw students' attention to the spaceball illustration on page 12 and establish that it is a made-up sport that only exists at SEAS. Have students review how this no-gravity game is played and invite them to consider what elements of other sports they know are evident in spaceball. Tell them that the author created this game and that it is based on a combination of basketball and soccer. In groups have students create a new sports game. Allow them to use the computers to write a set of instructions and rules for how their made-up game is played. Provide time for these games to be presented to the class.

★ ADAPT AND SURVIVE

The water world of Aquare is thick and difficult to move through and it is toxic to humans. The alien aquamantas have adapted to this environment and thrive in it easily. Discuss with the students what the cadets needed in order to cope in this foreign environment. Then have them revisit the text to find out what adaptations the alien creatures exhibited that enabled them to thrive. Some examples include body scales and hundreds of tiny legs. Discuss the importance of adaptation and draw comparisons to environments on Earth such as deserts, rainforests and arctic conditions. Students can then research one of these environments and one animal's adaptation to its environment.



★ DESIGN YOUR OWN MISSION GEAR

Explain to the students that the author has created the problems on the planets and then considered what gadgets would help to solve these problems. Invite the students to imagine they are Professor Nebulus preparing cadets for this mission to planet Aquare and have them design their own three items of mission gear. To help them with this task remind students to think about what the problems are and how they could be solved. Their final work should include gadget names, labelled diagrams and descriptions of what these gadgets do.

★ BEING THE BEST OR THE BEST YOU CAN BE?

Read aloud the first page of chapter two and draw students' attention to Miya's comments about Valentina always wanting to be the best and in top place. Ask students what they think motivates Valentina to try hard as opposed to Addie or Miya or Grace. How does it affect behaviour? How does it affect friendships? Discuss how wanting to be the best at everything is different to being the best you can be. Have students give opinions on which is best and why.

★ WRITE AN EMAIL HOME TO YOUR FRIEND

Invite two students to read aloud the messages on pages 75 and 76 between Addie and Jess. Lead a discussion about boarding school and the importance of staying in touch with family and friends back home. Have students pretend that they are at SEAS and ask them to write an email home to a friend in their real class telling them all about the school and the mission they have just been on.



#4 THREE'S A CROWD



SYNOPSIS

It's Addie's first birthday at the boarding school and she's having a supermodel party in the celebration pods. The only problem is that Addie shares her birth date with Valentina and she is having the grandest party of all. So grand that even Addie's good friend Olivia wants to go to it rather than Addie's. With the friendship between Addie and Olivia at breaking point they are both called to go on a mission with Miya. Desperate to win a party invitation from Valentina, Olivia jeopardises the mission, the lives of the alien reptaliens whose planet has lost its sun, and her friendship with her two besties, Miya and Addie.

DISCUSSION POINTS

CHAPTER ONE

- ★ Explain how the celebration holopods work.
- ★ Do you think Olivia is behaving like a friend should? Why or why not?
- ★ How does the birthday party Valentina has planned differ to Addie's?

CHAPTER TWO

- ★ What clues in the text lead you to think that Miss Styles knows about what happened between Addie and Olivia in the holopods?
- ★ How do you feel about the plans that Valentina and Olivia have made? Why?
- ★ What environmental disaster is causing problems on planet Rednessis?

CHAPTER THREE

- ★ What do you think is the cause of Olivia's behaviour towards Addie and Miya? Explain your answer.
- ★ What did Olivia do to her equipment and why?
- ★ How do you think dressing like the reptaliens might help the cadets on this mission and why?

CHAPTER FOUR

- ★ What does Addie's actions towards Olivia tell you about her character in this chapter?
- ★ What did Addie want to do that was against the rules and why?



- ★ How did the loss of sun impact on the environment and its aliens?

CHAPTER FIVE

- ★ Explain how the cadets were able to calm the reptaliens.
- ★ How was the Rapid Repair critical to this planet's environment?
- ★ How did the girls work together to solve the problem with the planet's sun?

CHAPTER SIX

- ★ There are always two sides to problems between friends. What were the issues that each girl had with the other and how were they solved?
- ★ The cadets all had points deducted from their scores? Why?
- ★ How do you feel about Addie breaking the rules? What might you have done if you were her? Why?

OVER-ARCHING SERIES STORYLINE

- ★ How do you think Addie performs on missions and under pressure?
- ★ Addie continues to struggle with friendships and settling in. How does this impact on her ability to perform at school?
- ★ What do you think is most important to Addie when she is on missions to other planets and why?

ACTIVITIES

★ DREAM BIRTHDAY PARTY

Read chapter one together and then invite students to explain what the celebration holopods are and how they work. Discuss with them how Addie found the whole process a little overwhelming. Work with the students to make a list of all the choices Addie needed to make for her party. List examples include a theme, food, activities and her invitation list. Next, have students revisit chapter one to locate text that describes the setting for the supermodel party and how the pod was transformed at the touch of a button. Now encourage students to plan a birthday party of their choice in the celebration holopods. Their dream party plan should include a theme, activities, food and a description of the celebration pods transformed for their party theme choice.

★ WHAT'S IN A BOOK TITLE?

Olivia is convinced there's a crowd and that she is on the outer. From the outset Addie knows there is something wrong but doesn't know what.



In small groups have students revisit the text to find and record examples of how Olivia is feeling. Two examples can be found on pages 26 and 36. Next, invite one group to come out and role-play the conversation that takes place between Miya, Olivia and Addie on pages 34, 35 and 36. Discuss with the group how the two girls were shocked at Olivia's conviction that they bar her. Establish that often we only see things from our own point of view. Have students consider how things might have been different had the girls thought about things from Olivia's point of view before they left for their mission.

★ BEING A FRIEND

Invite students to think about what it means to be a friend. Have them consider how Olivia handled the way she was feeling. What did she do? Were her actions the actions of a real friend? Now ask them to recount the things Olivia did that really hurt Addie and why. Next, invite students to share their opinions on how they felt Addie and Miya treated Olivia on mission and to back up their opinion with incidents in the text. Discuss together how all three girls resolved the problem. Now invite students to write an apology text message either from Addie to Olivia or from Olivia to Addie. Share text messages together as a group.

★ THE NEED FOR SUNLIGHT

Revise with students what happened when the reptaliens lost their sunlight. Next, have students recount how lack of sunlight affected the plant life and the role the Rapid Repair played in restoring the environment. Brainstorm our own need for sunlight here on Earth. Establish the vital role it plays in sustaining life on the planet. Now have students research and construct an information report that outline's the Sun's vital role for the preservation of our world.

★ CONFIDENTIAL STAFF REPORT

Draw students' attention to the confidential report on Addie that appears just before chapter one. Ask students what purpose they think this report has and why. Have them consider why they think the author has included it at the beginning of every title. Establish that this report provides a snapshot of how the main character of the series is going and what has happened on prior missions or in her day-to-day life at the boarding school. It also alerts the reader to any problems Addie might be having. Invite students to create their own confidential staff report now that they have completed reading this book. Help them to consider what information should be included by reminding them that this report would appear at the beginning of the next book.



#5 BEACH WIPE OUT



SYNOPSIS

It's the last free Sunday before exam study begins and everyone is heading to Beach Island for the day. After enjoying just a few rides with her friends, Addie misses a call to mission and ends up reporting in late to the Flyby. There, she discovers that she is to go on a mission with one of Valentina's closest friends to a planet that is so like home that it exacerbates Addie's homesickness. After a bumpy start the two cadets begin to work together well and at the end of the mission Sabrina reveals to Addie the real reason for Valentina's dislike of her.

DISCUSSION POINTS

CHAPTER ONE

- ★ How do you feel about the two strikes Addie has against her name and why?
- ★ Why did Addie miss her call to mission?
- ★ Describe Beach Island.

CHAPTER TWO

- ★ What was Addie trying to explain to Sabrina and why?
- ★ What environmental issue on planet Chimparos is SEAS concerned about?
- ★ How is planet Chimparos deceiving and what problems might this cause the cadets?

CHAPTER THREE

- ★ Can you predict how the cadets might use the mission equipment on this mission?
- ★ Do you think Sabrina's reaction to Addie rescuing the injured baby alien is justified? Why or why not?
- ★ How did Sabrina and Addie work together to overcome the obstacles and make it to the centre of the rainforest?

CHAPTER FOUR

- ★ Explain in your own words what Sabrina had discovered about the funnel?
- ★ Why were the trees on Chimparos being mined?
- ★ How did the cadets stop the funnel from working?

CHAPTER FIVE

- ★ What qualities did Addie and Sabrina display on this mission that helped them to get a good score?



- ★ Do you think Sabrina's opinion of Addie has changed as a result of this mission? What makes you say that?
- ★ Do you think Sabrina was right about why Valentina doesn't like Addie? Why or why not?

CHAPTER SIX

- ★ Compare how Addie and Sabrina responded about what they did on mission and why to how Addie and Valentina responded in book one and comment on your findings.
- ★ What became of the injured chimpare?
- ★ What reminded Addie of home and why?

OVER-ARCHING SERIES STORYLINE

- ★ How do you think Addie is coping with being away at boarding school?
- ★ What progress if any do you think Addie is making with friendships and being accepted?
- ★ What do you think Addie is drawn to most when on missions to other planets?

ACTIVITIES

★ DESIGN YOUR OWN SCHOOL

Direct students' attention to the illustration on page 17 of Beach Island and then encourage them to revisit the text to locate descriptive passages that tell them about the island and its features. Now review the school map at the front of the book and lead a discussion on some of the facilities they have already read about and those that are yet to come. Brainstorm what they'd like to see in a boarding school and why. Now invite students to design their own extraordinary space boarding school.

★ GRAPHING MODES OF TRAVEL

Revise with students the various modes of travel there are on the space station and how they all work. A possible list could include travelators, space-tube pods, Dome Travellers, spacecrafts, canopy walkers, parachutes and vortexes. Conduct a survey of class favourites and then have students create a bar graph that shows student preferences for modes of travel.

★ RESPONSIBLE MINING

Have students read chapter five together in groups and then lead a discussion on what was happening on the island. Establish that the GDC were over-mining the area. Invite students to list the drastic consequences this was having on the island. Introduce the term 'responsible mining' and have students tell you what they think this might be. Now have them work in groups to research the notion of responsible mining and provide time for each group to present its findings.



★ A CHIMPARE ACROSTIC

Addie has a natural affinity and concern for the alien creatures, particularly ones in distress. Have students reread pages 44 to 46 and have them focus on Addie's description of the aliens. Now invite students to create an acrostic for the chimpare aliens that reflects what they are like and where they live.

★ A DIFFERENT ALIEN LIFE FORM

The chimpares are described as being a cross between a rabbit and a monkey. They are tree dwellers. Have students consider other tree-dwelling animals they know of. What do they look like? Describe their features. Invite them to reflect on all the aliens they've met thus far in the series and the types of animals they may have been based on. Now have students create their own alien for this island planet. Their alien creature should be labelled and its origins and features described.



#6 TOXIC TALK



SYNOPSIS

The title of this book, Toxic Talk, refers to the mission and to Valentina's toxic rumour spreading regarding Addie. After taking Sabrina's advice and using a five-day pass home to help with her homesickness, Valentina spreads the rumour that Addie was in fact suspended from school for breaking important school rules. On her mission with Lara the cadets must stop the spreading of toxic waste that is destroying the marshlands on planet Megamarsh. At the end of the mission Lara tells Addie that she must stop Valentina's rumour spreading and toxic talk about her as well.

DISCUSSION POINTS

CHAPTER ONE

- ★ What rumour did Valentina spread about Addie and why?
- ★ What is the Alienarium and how does its entrance work?
- ★ Sabrina shrugged and looked away when Valentina asked her to confirm what Addie had done wrong on her last mission with Addie? What do you think this tells you about how Sabrina feels regarding this?

CHAPTER TWO

- ★ Why were the cadets being sent on mission in an older spacecraft?
- ★ What do you think might be causing the skin disease the aliens on Megamarsh are suffering from?
- ★ Why do you think the alien creatures have become aggressive?

CHAPTER THREE

- ★ What happens to your spine when there is no gravity?
- ★ Explain what each piece of mission equipment does?
- ★ How did the cadets get onto the planet Megamarsh?

CHAPTER FOUR

- ★ How were the alien creatures contracting the sores on their bodies?
- ★ What gadgets did the cadets use to free Addie and help the aliens?
- ★ What areas of the planet had the toxic poison penetrated?

CHAPTER FIVE

- ★ What was the role of the strange plants?



- ★ What connections did Addie make between her missions to planets Aquare and Chimparos and what she saw inside the dome?
- ★ In what ways did Lara and Addie work well together and demonstrate trust in each other?

CHAPTER SIX

- ★ What follow-up plans did SEAS have for the planet Megamarsh?
- ★ Mr Rook refused to discuss the space ship polluting the planet. Why do you think he didn't want to talk about it?
- ★ How do you feel about Lara telling Addie about the toxic rumours being spread by Valentina? Why?

OVER-ARCHING SERIES STORYLINE

- ★ What new information was presented in this story about the GDC?
- ★ How has the problem of Valentina escalated for Addie and how might it affect her place at the school?
- ★ What is happening to the life forms in the SEAS universe and why?

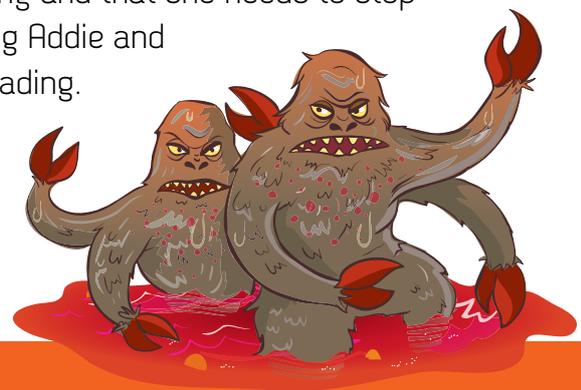
ACTIVITIES

★ A POSTER OF WORLDS WITHIN WORLDS: THE ALIENARIUM

Have the class act out walking through the portal into the alienarium and then into the virtual world of planet Chimparos. Ask them what they think it would feel like to move through a wall like that. Once inside ask them to imagine what they might see. Where would they go next if they could and why? Now discuss together the role of the alienarium and its aims. Establish how it cares for injured aliens in their natural environments through the use of virtual worlds. Invite students to create a poster that advertises the alienarium and what it does.

★ TOXIC TALK ROLE-PLAYS

Have students locate examples in the text of Valentina's rumour spreading. Ask them why they think she's spreading these rumours? What damage might she hope to cause? Invite students to share with the group why they think rumour spreading is wrong. Brainstorm together a list of strategies that could be used to stop someone who creates and spreads rumours about others. Now direct their attention to the end of the book where Lara tells Addie about what Valentina is doing and that she needs to stop her. Invite pairs to come out the front and role-play being Addie and Valentina when Addie confronts her on her rumour spreading. Encourage them to choose one of the strategies on the whiteboard to act out in their scenario.



★ NEW PLANET FACT FILE

Reread the text on page 45 to students and discuss the descriptions provided of the alien world. Highlight the unusual use of colours and the odd elements and life forms. Have students close their eyes and ask them to visualise an alien planet. Encourage them to think about the type of environment that is there, its colours, its shapes, what grows there and what lives there. Now have students create a fact file for the planet that they have created in their minds.

★ GRAVITY OR NO GRAVITY?

Discuss with students how the Providence 1 had no in-flight gravity. Clarify their understanding of what gravity is and then ask them to consider what no gravity would feel like. Recall together what the cadets did in the no-gravity spacecraft and the fun that they had. Ask them what they think they would do on such a spacecraft. Explain to them that in this fantasy setting SEAS can make its own gravity but that in reality there is gravity on Earth but not in space. Now have students research what it is like for Earth's astronauts when they travel on space shuttles into space. Have each group discover five fast facts about life on-board a real space shuttle and encourage them to share their findings with the class.

★ MAKING CONNECTIONS BETWEEN TEXTS

Have students revisit the text to gather all the information regarding the GDC and Addie's observations. Their list should include the old jet bubble spacecraft factory, the purple goo that was being pumped on planet Aquare, the sticky silver sap being mined on planet Chimparos, the bots and the GDC logo and the bottom of the old jet bubble spacecraft. Guide a discussion on how all these things are connected. Have students predict what they think the GDC is up to and why. Ask them to reflect on the importance of the GDC using a spacecraft similar to the ones SEAS has used in the past and still uses when necessary. Encourage students to record their predictions in their journals and encourage them to revise or confirm their predictions as they read the next books in the series.



#7 SHUT DOWN



SYNOPSIS

It's Halloween Week and the school is decorated with a Halloween theme. There is to be a big Halloween party at the end of the week and all the students are excitedly preparing their Halloween costumes. Addie is struggling to find enough time to give to hers as she is now doing volunteer work in the Alienarium—a privilege normally reserved for second-year students. When things go perilously wrong on a mission to a drought stricken planet, Addie almost misses her chance to save the alien purple-eyed suckers and go to the Halloween party.

DISCUSSION POINTS

CHAPTER ONE

- ★ Why do you think Addie was allowed to help out in the Alienarium even though she was still a cadet?
- ★ What is it that Valentina is trying to achieve and why?
- ★ How do you feel about the advice Miss Lenz gave to Addie? What advice would you offer her and why?

CHAPTER TWO

- ★ How do you think Molly is feeling about things at SEAS and this new mission? Explain your answer.
- ★ In what ways did Professor Le Strange seem a little odd to the cadets?
- ★ How do you think this mission might go for the three cadets? Explain your answer.

CHAPTER THREE

- ★ What was the issue on planet Botanicus and how would you use the equipment the cadets have been given to solve it?
- ★ What top-secret piece of technology had SEAS developed and how was it used?
- ★ What things do you think could have been done differently to make Molly feel more valued?

CHAPTER FOUR

- ★ Why do you think all the purple-eyed trappers were gathered together on the other side of the hills?
- ★ How did Molly's fear affect her performance in the team?
- ★ How might Molly have helped Louisa once the trappers had Addie?



CHAPTER FIVE

- ★ Who came up with most of the ideas on this mission?
- ★ What was causing the heat on the planet and how was it stopped?
- ★ How do you think this mission might have gone if Louisa hadn't been there? Why?

CHAPTER SIX

- ★ How do you feel about the score and deductions the team received for their mission?
- ★ What do you think the GDC is doing in space and why?
- ★ What are Miya and Addie planning to do after Halloween?

OVER-ARCHING SERIES STORYLINE

- ★ With only one mission to go, who do you think will win the Cadet of the Year Award?
- ★ How do you think Addie's natural love for the alien creatures will help her as she progresses through school?

ACTIVITIES

★ IT'S HALLOWEEN!

At the opening of this book the school is decorated and preparing for Halloween. Invite students to review the illustration on page 10 and the photo on page 76. Point out to the students that Halloween is an American tradition and tell them that Olivia is from America. Ask students what they know about this tradition and whether they have celebrated it or not. Now invite students to pair up to investigate the origins of Halloween.

★ COMET CAFÉ MENU

There are many wonderful places at the boarding school where the students can eat. There are also some very unique and exciting things to order from the menu. Have students revisit the text to find examples of food and drinks that the girls enjoy in the dining hall or the Comet Café. Ask them to think about what their ideal café at the school would look like and what it might serve. Encourage them to be imaginative and even magical with their menu items. Now invite them to create their own menu for their very own café at the space station boarding school.

★ DIFFERENT STRENGTHS

Have the students consider what skills each cadet brought to this mission and the mission team. For example, that Molly was a great code cracker and whizz at computers. Point out that SEAS is very good at knowing what each cadet is good at and that the school values this. Explain that they choose their mission teams carefully based on this information. Now ask students to reflect on what they believe they are good at and what skills they could offer on a SEAS mission.



Invite students to create individual star cards for Addie, Molly, Louisa and themselves that will include who the star is and what skills and contributions they could offer on a SEAS mission.

★ DICTIONARY DETECTIVE: WHAT'S IN A NAME?

Direct students to page 78 and have them read through the names on the top ten space cadet scoreboard. Draw their attention to each student's space cadet name. Ask them what they think all these names have in common. Do they know what they are or what they mean? Tell them that all the names are based on space and its elements. Make a list on the whiteboard of all the words that are unknown to the group. This list might include the words and names: supernova, neuron, astron, red giant and white dwarf. Invite students to pair up and use a dictionary to find the definition of these unfamiliar terms. Now have them consider what name they would choose if they were at the school. Share these names around a class circle.

★ THE NEED FOR WATER

The planet Botanicus was struck with a man-made drought. Ask students to recount what happened on the planet and the effect the drought had on its environment and living things. Have them revisit the text to find out how the cadets solved this problem and helped the planet recover. Explain that in a fantasy novel a serious environmental problem like a drought can be easily fixed but in reality drought can last many years. Discuss with them the importance of water conservation and the need for a reserve supply of water in times of drought. Then work with the group to create a list of ways we can all contribute to saving water. Display the list as a classroom poster and encourage students to be mindful of this list at home and school.



#8 DOUBLE CROSS



SYNOPSIS

It's the end of the year and exams are over. The girls are in the Comet Café enjoying Mushy Slush Bombs and discussing whether or not they will all make it through to second year. Just as families begin arriving for graduation dinner and Awards night, Valentina, Molly, Miya and Addie are called to go on the hardest mission of all to a savannah planet that is being over-mined. On this mission Addie finally begins to break through the problems she's been having with Valentina and she gains greater insight into why winning is more important to her than anything else.

DISCUSSION POINTS

CHAPTER ONE

- ★ Who is Doctor Deadalus and what happened to him?
- ★ How do you think Addie and Valentina are getting on now that the first year of boarding school is almost at an end? Support your answer with evidence from the text.
- ★ What big event is taking place in the evening and how does Addie feel about it?

CHAPTER TWO

- ★ What do you think might have taken place long ago that made Professor Nebulus look sad?
- ★ Why was Valentina so keen to go on the mission with just Molly?
- ★ Why were four cadets needed for this mission?

CHAPTER THREE

- ★ How would you describe the interaction between Valentina and Molly and Addie and Miya? Explain your answer.
- ★ What was causing the loss of power in the spacecraft?
- ★ How did the cadets manage to land on the planet?

CHAPTER FOUR

- ★ How did the savasours react to the team and why?
- ★ What is happening on the planet that is affecting the savasours' environment?
- ★ How would you describe the way Addie handles Valentina at the end of the chapter and what do her actions tell you about her character?



CHAPTER FIVE

- ★ How were the environments of three planets affected by what was happening on planet Savannator?
- ★ Compare the way each cadet reacts and responds in difficult situations. Who do you think handles situations the best and why?
- ★ Describe the events in the mineshaft and how the two cadets escaped.

CHAPTER SIX

- ★ In what ways might Valentina's family contribute to her behaviour and why?
- ★ What has happened at the boarding school and what do you think it means?
- ★ Do you think much has changed between Valentina and Addie as a result of this mission? Explain your answer.

OVER-ARCHING SERIES STORYLINE

- ★ What more has been revealed about what the GDC is up to in space and why?
- ★ One teacher at the school works for the GDC. Do you think any students might? If so, who?
- ★ What do you think has happened to Doctor Deadalus?

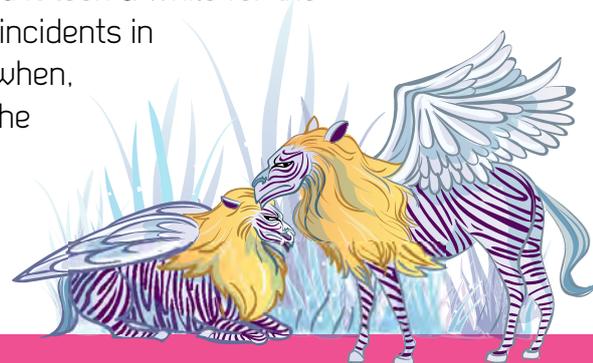
ACTIVITIES

★ THE END OF THE FIRST YEAR OF BOARDING SCHOOL

Ask students to recall the way Addie and Valentina were at the beginning of the school year. Have them consider all that has taken place and how they have both changed over the eight books that cover the first year of boarding school. Write the names 'Addie' and 'Valentina' on the whiteboard and add a dividing line between them. Ask students to think about what Addie was like when she was first at SEAS and write their thoughts under her name. Repeat this process for Valentina. Draw a line underneath these. Now ask students to consider what Addie was like at the end of her first year and record their thoughts in her column. Repeat this process for Valentina. Review the data on the whiteboard together and invite the group to offer reasons why they think these changes have come about and how they feel about them. Students might also like to predict how they think Addie and Valentina will get along in their second year of boarding school.

★ SO MUCH TO DO IN SO LITTLE TIME

Four cadets were sent on this mission, as there were too many problems for two cadets to solve. Not everyone did the right thing all the time and it took a while for the group to work as a team. Help students to plot the key incidents in the text by having them complete a chart: who, what, when, where and why. Have them write these words across the top of the page and then write the names: Addie, Miya, Valentina and Molly down the side of the page.



then draw lines to make the chart. Now invite students to fill in the chart by recording what each person did on the mission: what, when, where and why. Be sure to have them write down the good things as well as the bad.

★ TWO TEACHERS AND FOUR FOUNDERS

Invite students to revisit the illustration of the flyby security door screen and reread who was granted access. Establish that Professor Le Strange entered more than an hour before Mrs Lamrock and Doctor Deadalus. Ask students who they think is the teacher who double-crossed SEAS and why. Now read aloud the newspaper report on page 15 and ask students what they think about the information presented in this article given that they now know he is alive. Encourage students to record their thoughts and predictions about the two SEAS teachers and Doctor Deadalus in their journals. Make a note to revisit these predictions with students to confirm or revise their predictions as they read the following books.

★ GRADUATION INVITATIONS

It's Graduation and Awards night at SEAS. Have students imagine that they have just completed their first year at SEAS and they are getting ready for this special night. Invite them to make a Graduation and Awards night invitation for their family and friends back home. Ask them to consider who they will invite and what important information needs to be included. Remind them that graduates are announced on this night as well as first, second and third place-getters.

★ HEADLINES SCREAM: A BREAK-IN AT SEAS

Tell students that they are going to report on the break-in at SEAS for the Space Agency News. Remind them of the five W's of reporting: who, what, when, where and why and have them reread pages 67-73 for information about the break-in with the five W's in mind. Encourage them to also draw on what they already know about Doctor Deadalus and the GDC from prior chapters as well as earlier books in the series for further information that could be included in their newspaper article. Now invite students to review the layout and format of The Space Agency News article on page 15 and suggest that they use this as a model for their writing.

