

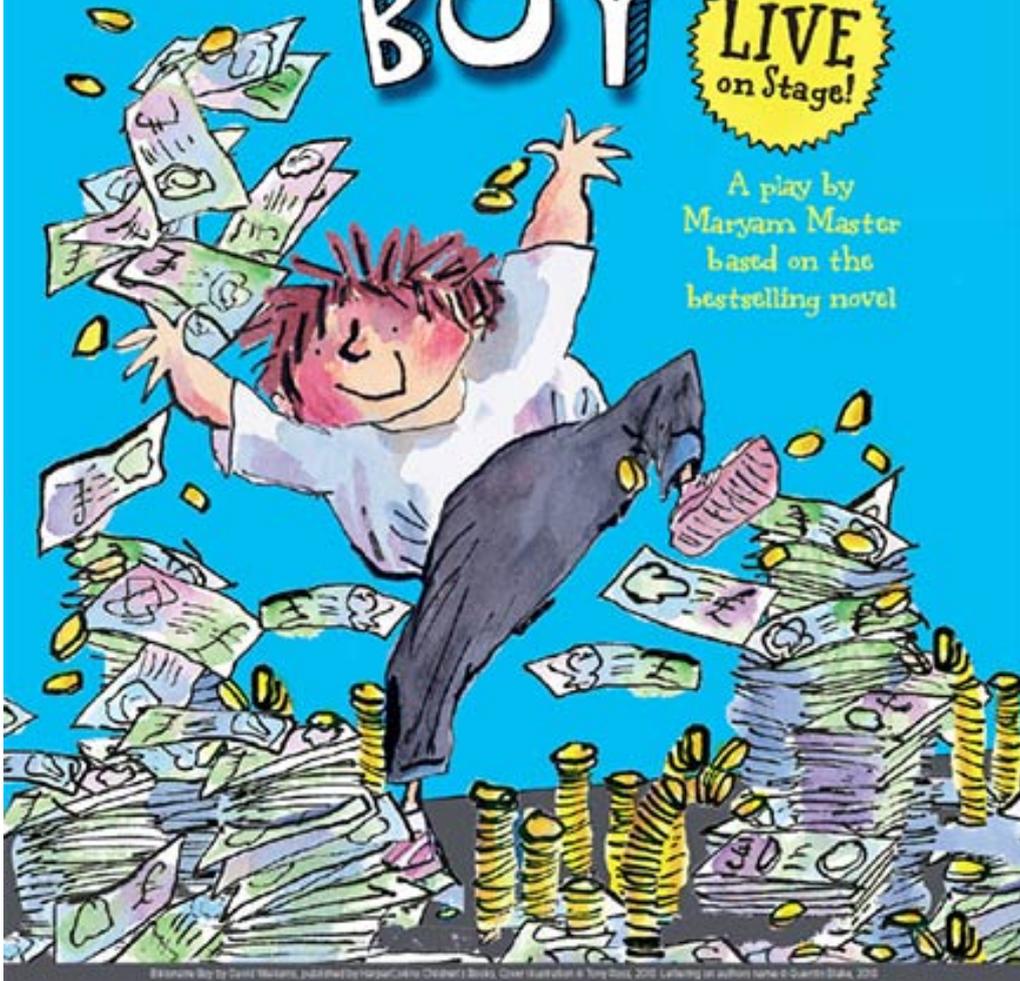
cdpKids

David Williams

BILLIONAIRE BOY

LIVE
on Stage!

A play by
Maryam Master
based on the
bestselling novel



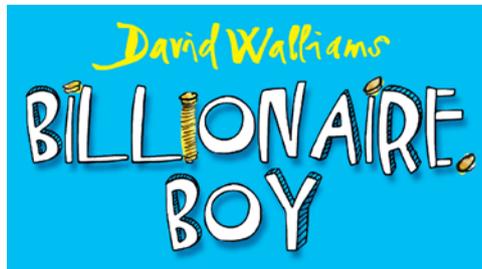
Billionaire Boy

Teacher Resource Kit

CDP Theatre Producers

A Teacher Resource Kit for children 6-12 years

cdpKids



The *Billionaire Boy* Teacher Resource Kit accompanies CDP Kids' heartwarming and hilarious production of *Billionaire Boy*. *Billionaire Boy* is a world premiere stage adaptation of the 2010 children's novel by popular UK author David Walliams. In this world premiere Australian adaptation, Joe faces up to the bully at his new school, his Dad's girlfriend, and the world's worst canteen, to discover that money might buy you a lot in Raj's shop, but it can't buy you everything. It follows on from the popular success of the 2016 BBC adaptation of *Billionaire Boy* for TV.

Produced by **CDP Theatre Producers**

Playwright: Maryam Master

Based on the book by David Walliams

Director: Susanna Dowling

Composers/Sound Designers: Max Lambert & Roger Lock

Designer: Isabella Andronos

Lighting Designer: Nicholas Higgins

Choreographer: Nigel Turner-Carroll

Production Manager: Nicole Eyles

Cultural Consultant: Roanna Gonsalves

Company Stage Manager: Sharna Galvin

Deputy Stage Manager: Michaela Clifton

Cast (in alphabetical order):

Shameer Birges

Beth Daly

Alfie Gledhill

Felix Jozeps

Kyle Kaczmarczyk

CDP Theatre Producers

CDP, the team that brought you the Australian productions of *The Gruffalo*, *The Gruffalo's Child*, *Room on the Broom*, *The Incredible Book Eating Boy*, *the Treehouse series*, *Snugglypot and Cuddlepie*, *Horrible Harriet* and *Mr Stink* is an award winning independent theatre production house specialising in boutique theatre of the highest quality. CDP has an unsurpassed track record for presenting high quality works that tour widely throughout Australia, New Zealand, Singapore, Hong Kong, Mainland China, the Middle East, Europe and the USA.

Introducing *Billionaire Boy*

Billionaire Boy was first published in 2010 and is David Walliam's third novel for children. It is illustrated by Tony Ross. This touching and often hilarious story explores themes of wealth and poverty, friendship, bullying and the rocky road to happiness.

Joe Spud is the twelve year old son of billionaire Len Spud. Four years ago, Len made his fortune from his invention of BumFresh toilet paper. The action begins on Joe's 12th birthday. Joe reveals to his father he doesn't want the two million dollar cheque that his father has presented him as a birthday gift. What he truly desires is a friend. He is tired of being bullied at his posh private school about his dad making his fortune from toilet paper. Len agrees that Joe can attend the local high school and start again as plain Joe.



Joe's birthday evening continues when he meets his Dad's new girlfriend Sapphire, a Page 3 girl who can't remember his Dad's name, and seems only interested in her growing collection of expensive gifts.



Joe's first day at his new school starts with a frightening meeting with the school bully Grubb. When he finally escapes Grubb's clutches he meets the gentle Bob, and makes his first friend, bonding further through their second last and last places in the school cross country.

On a visit by the two friends to Raj's shop, Raj reveals two important facts. To Joe's horror Raj reveals his secret identity as a billionaire to Bob. Secondly he shares the embarrassing fact that the BumFresh toilet paper has turned his bottom a painful purple.

Returning to school the next day, Joe witnesses the humiliating bullying experienced by Bob at Grubb's hands. Joe, horrified at the fate of his new friend, pays off the Grubb to stop bullying Bob. Joe and Bob head off to Ms Spite's lesson. Joe has forgotten his homework, and desperately rings his dad to deliver his essay in order to avoid 100 years of litter duty. Joe's cover is blown when his dad arrives to drop off the homework in his personal helicopter, littering the ground with money as he flies off. Bob is devastated to realise that Joe has paid Grubb to be nice to him and the boys argue and part ways. Joe seeks solace with Ms Trafe the terrible cook in the school cafeteria, but her stomach-turning recipes and requests for money are not much comfort. He resolves to make it up to Bob and returns home. Upon his return home Joe is stunned and furious to find his father is throwing a wild party (with two guests) to celebrate his engagement to Sapphire, and erupts into anger.

The devastated Joe returns to school the next day only to be bullied violently by Grubb when he refuses to give him more money. Bob sees his plight and the boys make up, and together resolve to put a stop to Grubb's bullying once and for all. Grubb appears and shares the news of Len Spud's downfall. Thousands of people are suing BumFresh for their purple bottoms. Bob and Joe manage to surprise and then overthrow Grubb. Joe returns home to witness Sapphire storming from the house and all of their worldly possessions being carted away. Joe and his dad reconcile and together share the realisation that money can't buy happiness.

Meet the Author



David Walliams was born on August 20, 1971 in Surrey, England as David Edward Williams. He is an acclaimed actor and writer, known for the incredibly successful *Little Britain* (2003), *Britain's Got Talent* (2007) and *Stardust* (2007).

He published his first novel for children, *The Boy in the Dress*, in 2008. His popularity as a children's author has grown astronomically. His eleven novels have achieved critical acclaim, and he is regularly compared to legendary author Roald Dahl. His 2013 publication *Demon Dentist* went immediately to number one in the bookseller charts. *Mr Stink*, *Gangsta Granny*, *the Boy in the Dress* and *Billionaire Boy* have been adapted for television.

Walliams has also achieved success as an actor for both television and live theatre. He is also well known for his charity work. In 2011 he swam the length of the River Thames, raising more than £2 million for charity.

Bringing *Billionaire Boy* to the stage – The Workshop Process.

CDP have commissioned the world premiere stage adaptation of *Billionaire Boy*. The process of bringing a children's novel to stage is a complex and extended creative process. The creative process for *Billionaire Boy* has been as follows;

- In 2017 the CDP team read and loved David Walliams' book "Billionaire Boy" and discussed adapting it for the stage with playwright Maryam Master.
- CDP obtained the rights to adapt the book for the stage from David Walliams' agent.
- A director, Susanna Dowling, was appointed. She worked with the producers at CDP to appoint the other creatives including a set and costume designer, composers & sound designers, choreographer, and a lighting designer.
- The playwright wrote a first draft of the script, and met with David Walliams who offered feedback.
- The director and producer worked with the playwright to make changes, and a new draft was written.
- The creative team and a cast of five actors came together for a week of creative development, where the team explored the story and characters, and experimented with different ideas about how the play could be brought to life on stage.
- The team showed their work to industry colleagues, who offered their feedback and suggestions.
- The playwright wrote a final draft in consultation with the director and producer.
- The composers worked on final adjustments to the songs.
- The designers created final plans for the show.
- Sets and costumes were built and made, and a soundtrack and lighting plan created.

- The show rehearsed for three weeks and played special preview performances in preparation for the opening at the Sydney Opera House.

Live Performance -The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare children through explicit teaching to make the most of their theatre experience.

- Talk about and practice being an audience member. Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- Talk about and roleplay theatre conventions. What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can movement tell a story? How can music, dance and sound effects tell a story?
- *Billionaire Boy* is performed by a team of five actors. A physical storytelling style, strong character acting, stage effects, a well-designed set, toe-tapping songs and clever costuming help to bring the story to life. Discuss and explore physical storytelling. Use simple costume items to help build a character. Consider how to use costuming, props and effects to make the impossible possible.
- Familiarise children with the work of David Walliams in the lead up to the performance. There are many suggestions for how to use the novel *Billionaire Boy* as a learning resource in the following pages.

Links to Curriculum

A wide range of learning activities from all curriculum areas are described in this resource. Links to the Australian Curriculum v8.2, Victorian Curriculum and NSW Board of Studies Syllabi for activities in these learning areas appear at the end of each section.

See *The Australian Curriculum Online* for further details www.australiancurriculum.edu.au

See Victorian Curriculum for further details www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx

See NSW Board of Studies Syllabi at www.boardofstudies.nsw.edu.au/k-6/

Suggested Age Guidelines

Billionaire Boy is suitable for children ages 6-12 years. A suggested age range appears next to each of the teaching ideas, for example:

Examine different illustrations of each of the characters. Record and share what you learn about the characters from each of the illustrations. *7-12 years*

Teaching and Learning Activities – Learning About and Through the Arts.

Attending a live performance can be a stimulus for a huge range of rich learning experiences. Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.



Literacy and the Arts

Billionaire Boy can be the impetus for a range of literacy and arts experiences, before, during and following the performance. Use this list below as a jumping off point for planning learning around the text and the performance in your setting.

Explore the characters in depth. Walliams creates wonderful caricatures of archetypal characters that draw the reader into the story of *Billionaire Boy*. Walliams' use of dialogue, interactions between characters, Joe's thoughts and Tony Ross' engaging illustrations introduce us to a quirky and captivating group of individuals. The actors bring these storytelling archetypes to life – the lonely boy with everything money could buy who only wants a friend, his loving but misguided father who has gone from rags to riches, the loyal school friend who understands the value of kindness, the serial bully who delights in finding new ways to torment his schoolmates, the grasping new girlfriend who makes no secret of her greed, the terrifying sergeant-major of a teacher, the singing and dancing corner storekeeper, and the cafeteria cook who concocts horrifying meals for her charges.

Explore and extend your understanding of this wonderful host of colourful characters

- Examine different illustrations of each of the characters. Record and share what you learn about the characters from each of the illustrations. *7-12 years*
- Joe and Len Spud are a father and son team who have travelled together through many changes in their lives. They have gone from poverty to untold wealth, from living in a tiny council flat to a huge mansion, losing Joe's Mum and gaining the deplorable Sapphire. Compare the interactions between Joe and his Dad at different stages in the story and consider how these exchanges help us to learn more about these characters. Make a diagram showing the ways that Joe and his father's relationship changes throughout the story. *8-12 years*
- Take digital photos of children representing each character and key scenes of the story. *7-12 years*
- Make a favourite character in a drawing, painting, cartoon or sculpture out of things you find in the recycling, rubbish or at a second hand shop. *6-10 years*
- Choose a smell, shape, sound and colour to represent each character. *6-10 years*
- Make a mind map or character profile of key characters that you can add to after seeing the production. *8-12 years*

Write an innovation on the text by changing key features of characters or the setting of an important moment in the story.

- What if Joe was a girl? How might this change the story? What would happen if the Spud family lived in a different country? How else could Len Spud have made his fortune? How would this change the story? What would happen if Sapphire had never come along? How would things change if Bob never found out Joe's secret about his billions? What if BumFresh continued on being a huge success? How would this change the story? 7-12 years

David Walliams is an incredibly successful comedian, TV actor, comic writer, actor and children's author. He is a charismatic personality who successfully markets his talents to a wide range of audiences. **Examine the scope and examples of David Walliams' work**, and consider the types of activities that a popular creative artist may engage in during their career.

- Discuss the types of activities that artists undertake to create new works – research, sketches, photographs, journals, travelling, doodle books. Collect ideas in individual scrapbooks over a four week period. Take time each day to collect ideas for a creative project. 9-12 years
- Explore the World of David Walliams website at <https://www.worldofdavidwalliams.com/> to learn more about his other books and projects. 6-12 years.
- Compare *Billionaire Boy* with Walliams' other novels for children. Consider the similarities and differences in his works, common themes, writing styles, issues and the types of characters that populate his books. 8-12 years.
- Watch David Walliams read Chapter 1 of *Billionaire Boy* and answer some questions from his readers at <https://www.youtube.com/watch?v=zjbPwkaIDZk>. Think of your own questions to ask David Walliams about his books and his writing. Send them to David in an email to his website. 7-10 years
- Walliams' work both as an actor and writer is marketed very effectively. He has achieved popular appeal with all ages across the world. He and his team make excellent use of the internet, social media, movies and TV to promote his works. How does this compare to the marketing tools that were available to Walliams' hero author Road Dahl when he published *Charlie and the Chocolate Factory* in 1964? What are the types of technologies and tools that allow creative artists to share their work with a broad audience today? How has this changed the role of the author/illustrator? 8-12 years

Learn a love of literature using *Billionaire Boy* as a starting point.

- *Billionaire Boy* examines the idea that money can't buy happiness, and the issues of friendship and bullying. Explore other children's literature that examines the links between money and happiness such as *A Series of Unfortunate Events* by Lemony Snicket, *Charlie and the Chocolate Factory* by Roald Dahl, *A Christmas Carol* by Charles Dickens and *Herbert and Harry* by Pamela Allen. 6-12 years.
- Enjoy books by other iconic UK children's authors such as the Harry Potter series by J.K Rowling, picture books, novels, cartoons, poems and joke books by Allan Ahlberg, the wonderful works of Roald Dahl, the Narnia series by C.S.Lewis, and *Peter Pan* by J.M.Barrie. Do books by these UK authors have any similarities, common themes or typical characters or settings? 6-12 years

- David Walliams is regularly compared to the wonderful author Roald Dahl. Compare and contrast the books of Roald Dahl and Walliams. *8-12 years*.

Have fun with words to develop humorous characters with depth and appeal. Walliams makes excellent use of dialogue and dialects to develop strong believable characters in a short time.

- The characters in *Billionaire Boy* are developed through their idiosyncratic and very funny dialogue. The characters in the novel almost leap off the page when they speak – from Raj’s Indian English sales pitch “The Cadbury Crème Eggs are in season!”, to Mrs Trafe’s jolly encouragements to eat her horrible concoctions , “Some boiled mould on the side perhaps? You are growing boys”. Choose a character from *Billionaire Boy* and collect a list of characteristic things they say in the book. Write some more characteristic sayings and statements and add them to the list. Present them in character to the class. *9-12 years*
- The characters in *Billionaire Boy* use words and phrases from a range of dialects of English. Raj’s Indian English, Mr Spud’s working class slang peppered with newly rich jargon, Joe and Bob’s schoolboy chat, The Grubb’s bully slang. Explore dialects and accents through the characters in the book. Choose dialogue from the book that demonstrates the differences in how English is spoken. Consider the different dialects of English spoken in your family or community. Identify 2-3 different dialects and examine different English terms for the same thing. *10-12 years*.
- There is a wonderful list of Teacher’s Top Ten catchphrases in Chapter 8. Write your own list of teachers’ and parents’ favourite things to say in Australia. Are they similar or different to the list of English teachers in *Billionaire Boy*? *8-11 years*

Billionaire Boy is illustrated by British author/Illustrator Tony Ross. **Create new visual artworks** informed and inspired by the artworks of Tony Ross.

- The illustrations in *Billionaire Boy* are black and white line drawings. These deceptively simple drawings communicate an enormous amount of information about the story. Choose a drawing from the story and brainstorm all the information contained in the drawing. Choose a scene from the story. Tell the story with your own black and white line drawing. *7-12 years*
- Tony Ross is a prolific illustrator who has illustrated a huge range of children’s books. Enjoy and explore books such as the *Horrid Henry series*, the *Amber Brown series* and the *Dr Xargle series*. Choose a favourite drawing from one of the books. Draw your own version of the picture. Draw the next picture in the series. *6-12 years*.
- There is a lot of skill involved in drawing effective line drawings. Watch the YouTube video “How to Draw Horrid Henry with Tony Ross” and “How to Draw Monsters with Tony Ross” Try out his suggestions and tricks for making convincing characters with lines. *8-12 years*
- Tony’s use of line and shadows to create hilarious facial expressions is central to the storytelling powers of his pictures. Choose three pictures of a central character such as Joe. Describe how the lines and shadows in their face reveal their emotions in the scene. Draw your own faces using lines and shadows to show their feelings. *6-12 years*.

Creating a new identity is a central theme in *Billionaire Boy*. Joe hides his real identity in the effort to fit in at his new school, Len Spud is busy making himself a new identity as a rich man, Sapphire is seeking to escape her old life and become the wife of a rich man through any means, Bob remains true to his identity as a kind, loyal and honest friend.

How do you create an identity? What do people say and do to share their true or invented identity with others? How do people share their life stories?

- Joe is desperate to make a new identity for himself at his new school as an ordinary boy. Create a new story for Joe's life. Pretend you are Joe and present your story to the class in character. *8-12 years*
- People often choose to wear clothes and accessories that express their chosen identity to the world. Mr Spud buys himself a toupee that he feels fits with his new identity as a rich man with a beautiful young girlfriend. Choose one piece of clothing or accessory that tells a story about you or someone important to you. Take a photo, wear the item, draw a picture about the item and why you chose it. *6-12 years*.
- Raconteurs are people who excel at relating stories in an interesting and engaging way. Experiment with telling a simple story in different ways to make it more interesting. Compete for the role of "Class Raconteur" and share your storytelling skills with other groups of students across the school. *6-12 years*
- Make a radio play or reading of short sections of the book on a tablet device, laptop or phone. Use different character voices to tell the story, contrasting the bullying Grubb, gentle Bob, up front Mr Spud, grasping Sapphire. *7-12 years*

Involve the children in Reader's Theatre by selecting a narrator and characters to read the story. Each character reads the spoken section of the text, with the rest read by the narrator, for example

Joe: I'm on a diet, Mrs Trafe

Narrator: said Joe.

Bob: Me too.

Narrator: said Bob.

Mrs Trafe: That's a shame, boys!

Narrator: said the dinner lady dolefully.

Mrs Trafe. I have a smashing dessert on today. Jellyfish and custard.

Billionaire Boy is a narrative that tells the story of Joe's pursuit of friendship. **Explore how narratives are structured.**

- Draw or unjumble a story map of *Billionaire Boy*. Structure your story map by identifying key moments in Joe's journey of understanding that money can't buy friends. *6-10 years*.
- Identify the setting, the complications and the resolution in the story. *7-12 years*
- Write or draw your own narrative. *6-12 years*

Experiment with using sound and visual effects, and music and movement to tell a story. *Billionaire Boy* uses sound and visual effects, musical underscoring, dance and movement to share the story of Joe and his family and friends.

- Choreograph a ridiculous dance for Len Spud and his new fiancé Sapphire at their flashy engagement party. *7-12 years*
- Choose musical excerpts that could be used to express emotions and events at key points of the story. Find music that represents Joe's anticipation of attending a new school, his first meeting with the Grubb, his new friendship with Bob, the horror of his dad's engagement to Sapphire, Bob and Joe's triumph over Grubb, the ruin of BumFresh, Joe's reconciliation with his Dad. *6-12 years*
- Make a radio play and experiment with recording sounds on a tablet device, laptop or phone. Clank and rattle some saucepans for Joe's horrifying ride in a library trolley at the hands of Grubb. Flick through a deck of cards as wads of banknotes fall from Mr Spud's helicopter. *7-12 years*

Thinking about the musical styles in CDP's production of *Billionaire Boy*, songs like Raj's and Grubb's for example are influenced by the pop/hip-hop style (and feature some very funny lyrics).

- Perform a song like one of the characters in *Billionaire Boy*. 6-12 years.
- Songs like Grubb's and Raj's have a pop sound with a spoken hip-hop/rap style lyrics. This style is also known as hip-pop or pop-rap. Listen to other songs in this style like The Beastie Boys 'Intergalactic', LL Cool J 'I Need A Beat' or CAKE 'The Distance'. 6-12 years
- What are the instruments and sounds that give hip-pop songs their characteristic sound? Learn about monotone or spoken song, drum machines, electronic drums, synthesizers, rapping, sampling, voice effects, vocoders and talkboxes. 6-12 years
- Learn to dance like LL Cool J with "How to Dance Like LL Cool J and Mary J." on Howcast. Make your own choreography for *your* song.
- Add instruments to your song. Experiment with percussion to highlight the lyrics eg. you can highlight humour with sound. 6-10 years
- Use the lyrics of your chosen song as a text for reading activities. 7-10 years
- Write your own verse for your song: example - about other new innovations that Raj can't resist trying (new sunglasses with a drinking tube, a bike with a built in toilet) or Grubb's best day at school. 8-12 years
- Create an album cover. 6-10 years

Australian Curriculum Content Codes

<u>English</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literature – Creating literature	ACELT1586 ACELT1832	ACELT1593 ACELT1833	ACELT1791 ACELT1601	ACELT1607 ACELT1794	ACELT1612 ACELT1798	ACELT1618 ACELT1800
Literature - Responding to literature	ACELT1582	ACELT1589	ACELT1596	ACELT1603 ACELT1604	ACELT1609	ACELT1614
Literature - Examining Literature	ACELT1584 ACELT1585	ACELT1591 ACELT1592	ACELT1600	ACELT1606	ACELT1611	ACELT1616 ACELT1617
Literature – Literature and context	ACELT1581	ACELT1587	ACELT1594	ACELT1602	ACELT1608	ACELT1613
Literacy - Interpreting, analysing, evaluating.	ACELY1660	ACELY1669 ACELY1670	ACELY1679 ACELY1680	ACELY1691 ACELY1692	ACELY1701 ACELY1703	ACELY1801
Literacy – Interacting with others	ACELY1656	ACELY1666 ACELY1667	ACELY1676 ACELY1677	ACELY1689	ACELY1700	ACELY1710
Literacy – Texts in Context	ACELY1655	ACELY1665			ACELY1698	ACELY1708
Literacy – Creating Texts	ACELY1661	ACELY1671	ACELY1682	ACELY1694	ACELY1704	ACELY1714
Language - Text structure and organisation.		ACELA1463.				ACELA1518
Language – Language for Interaction	ACELA1787					
Language – Expressing and Developing Ideas	ACELA1453	ACELA1469				
Language – Language variation and change	ACELA1443	ACELA1460	ACELA1475	ACELA1487	ACELA1500	ACELA1515
<u>The Arts</u>						
Drama	ACADRM027		ACADRM031		ACADRM035	
Visual Arts	ACAVAM107		ACAVAM111		ACAVAM115	
Music	ACAMUM081		ACAMUM085		ACAMUM089	
Dance	ACADAM001		ACADAM005		ACADAM009	

Victorian Curriculum Content Codes

English -	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading and Viewing, Language – Texts structure and organisation						VCELA339
Reading and Viewing, Language – Expressing and Developing Ideas.	VCELA180			VCELA279		
Reading and Viewing, Literature - Responding to Literature			VCELT251		VCELT314	VCELT341 VCELT342
Reading and Viewing, Literature - Literature and Context				VCELT282	VCELT313	
Reading and Viewing, Literature - Examining Literature		VCELT219	VCELT254	VCELT285	VCELT316	VCELT343 VCELT344
Reading and Viewing, Literacy – Texts in Context	VCELY185	VCELY220				
Reading and Viewing, Literacy, Interpreting, analysing, evaluating	VCELY186	VCELY222	VCELY257	VCELY288	VCELY319	VCELY345 VCELY347
Writing, Language- Text structure and organisation	VCELY189					
Writing, Language – Expressing and Developing Ideas				VCELA293	VCELA325	
Writing, Literature – Creating literature	VCELT192 VCELT193	VCELT228 VCELT229	VCELT264 VCELT265	VCELT297 VCELT298	VCELT327 VCELT328	VCELT355 VCELT356
Writing, Literacy – Creating texts	VCELY194	VCELY230	VCELY267	VCELY299	VCELY329	VCELY358
Speaking and Listening, Language – Language Variation and Change	VCELA198			VCELA303	VCELA333	VCELA362
Speaking and Listening, Language – Language for Interaction	VCELA201	VCELA235			VCELA334	
Speaking and Listening, Language –Expressing and Developing Ideas	VCELA202					

Speaking and Listening, Literature – Responding to literature	VCELT207	VCELT242		VCELT306	VCELT336	
Speaking and Listening, Literature - Examining Literature	VCELT208 VCELT209	VCELT243				
Speaking and Listening, Literature - Literature and Context	VCELT205	VCELT240				VCELT365
Speaking and Listening, Literacy – Interacting with others	VCELY210 VCELY211	VCELY245	VCELY276	VCELY308	VCELY337 VCELY338	VCELY366 VCELY367
<u>The Arts</u>						
Drama	VCARD021		VCARD025		VCARDP029	
Music	VCAMUM022		VCAMUM026		VCAMUM030	
Dance	VCADAD022		VCADAD026		VCADAD030	
Visual Arts	VCAVA022		VCAVA026		VCAVA030	

NSW Board of Studies Syllabus

English	Stage 1	Stage 2	Stage 3
English - Objective A	EN1-1A, EN1-2A, EN1-4A	EN2-1A, EN2-2A, EN2-4A	EN3-1A EN3-2A, EN3-4A
English – Objective B	EN1-6B	EN2-6B EN2-8B	EN3-5B EN3-6B
English – Objective C	EN1-10C	EN2-10C	EN3-7C
English – Objective D	EN1-11D	EN2-11D	EN3-8D
<u>Creative Arts</u>			
Visual Arts	VAS1.1 VAS1.4	VAS2.1 VAS2.4	VAS3.1 VAS3.2
Music	MUS1.1 MUS1.2	MUS2.1 MUS2.2	MUS3.1 MUS3.2
Drama	DRAS1.2 DRAS1.2	DRAS2.2 DRAS2.2	DRAS3.2 DRAS3.1
Dance	DAS 1.1 DAS1.2	DAS2.1 DAS2.2	DAS3.2 DAS3.4



Social and Emotional Learning Through the Arts.

Billionaire Boy explores the central role of how friendship and a sense of belonging contribute to a person's wellbeing. It examines the complex relationship between material wealth and the pursuit of happiness. It celebrates the personal traits of kindness, courage, and loyalty. It explores the issues of bullying and the damage wrought by greed. The story examines how people are perceived, judged and treated according to their material possessions and social status. Joe's experiences speak of how important it is to have a sense of belonging, and how true love and friendship cannot be bought.

Examine each of these themes.

- Bob is a kind boy who is loyal to his friends. Are you a kind person? What does it mean to be kind? How do you show your kindness? Have anyone been kind to you? What is good about being kind? Is there anything hard about being kind? How do different people show kindness?
- Joe longs to be accepted for who he is and not for his money. How does it feel to be accepted by others? How can you show others that you accept them as they are? Why is it important to look beyond first appearances and people's life chances?
- Both Joe and Len Spud try to buy happiness, love and friendship. Can you buy friends? What makes a true friend? Has anyone ever tried to buy your friendship? How did you feel about it?
- Bob and Joe are bullied by the Grubb. Have you ever been bullied? How does being bullied make you feel? What makes people bullies? How can you stand up to bullies? How can you help a friend who is being bullied? Has anyone ever tried to make you be a bully? Why do people join in with bullies in hurting and teasing others?
- Sapphire is driven by greed. She agrees to marry Len because she wants all the expensive gifts he buys for her. Have you experienced greed or someone else who is greedy? How does greed impact on people's behaviour? How does greed affect your community, and the world around you?
- Joe is treated poorly by others because his dad made his money out of toilet rolls. Have you ever been unfairly judged because of where you live, or your family's jobs? Have you ever judged someone? Is it fair to treat others poorly or better based on their family situation?



Billionaire Boy also examines some common childhood emotions and emotional experiences. Joe is lonely at school and at home, and wants a true friend. Bob is sad that he has lost his father. The boys are scared of the Grubb and Ms Spite. Joe is angry at his father trying to help him by buying him friends and supporters. **This story is a great starting point for discussions and activities that will help children to manage these feelings.**

- Have you ever felt lonely or sad?
- How did your body feel when you were lonely? What did you do when you were sad?

- What can you do if you feel sad or lonely, or if someone else is sad? Who are some people who could help you?
- What can you do if you feel scared or angry?
- What could you do to feel better?

These discussions and activities may support progress towards the Personal and Social Capability learning area in the Victorian Curriculum, Australian Curriculum and NSW Board of Studies Syllabi.

Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate *Billionaire Boy* into all areas of the curriculum. Following is a list of jumping off points. The rest is up to your imagination.



Mathematics

- Examine the graph of how purple Raj's bottom has turned on page 210. Make your own graph representing other aspects of the story. Compare how much Bob and Joe like different chocolate bars, how disgusting Mrs Trafe's different creations taste, the nastiness of the Grubbs bullying tactics. *8-10 years*
- Joe and his Dad have billions of dollars. What would you buy with one thousand dollars? Make a wishlist, research prices and add up how much it would cost to buy everything on your list. *7-10 years*
- Make a map of Joe's neighbourhood. Include Raj's shop, BumFresh Towers, Joe's school, Bob's flat. *6-10 years*
- Create a timeline that represents the events in *Billionaire Boy*, including events that occur simultaneously. *7-10 years*
- Raj the shopkeeper offers all sorts of crazy discounts. Make your own crazy sweet shop and explore the range of discounts shops offer – 20% off, buy one get one free, nothing more than \$2. *6-10 years*
- Len Spud has made his fortune out of selling BumFresh toilet paper. Make a balance sheet showing how much it would cost to make a new product and how much you would make from selling it? Would you make a profit? *9-12 years*
- Mr Spud sells one billion rolls of toilet paper every day. On page 22 of the novel Mr Spud's yearly takings are described as $10c \times 1000000000 \text{ rolls} \times 365 \text{ days a year} = \text{a lot of wonga}$. How much is a lot of wonga? How much does Mr Spud make each year? What would happen if he changed the price of toilet paper or sold more rolls? How much money would he take each year? *8-10 years*



Mathematics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics and Probability - Data Representation and Interpretation		ACMSP050	ACMSP069	ACMSP096		
Measurement and Geometry - Using units of measurement	ACMMG021	ACMMG041				
Measurement and Geometry – Location and Transformation	ACMMG023	ACMMG044	ACMMG065	ACMMG090		
Number and Algebra – Money and Financial Mathematics		ACMNA034	ACMNA059	ACMNA080	ACMNA106	ACMNA132
Number and Algebra – Number and Place Value		ACMNA030			ACMNA100	ACMNA123
Number and Algebra – Patterns and Algebra		ACMNA036				

Victorian Curriculum – Mathematics

Mathematics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement and Geometry - Using units of measurement.	VCMMG097	VCMMG119		VCMMG168		VCMMG227
Measurement and Geometry – Location and Transformation	VCMMG099	VCMMG122	VCMMG143	VCMMG172		
Number and Algebra – Number and Place Value	VCMNA089	VCMNA107	VCMNA135		VCMNA183 VCMNA184	VCMNA209
Number and Algebra – Money and Financial Mathematics			VCMNA137	VCMNA160	VCMNA191	VCMNA218
Number and Algebra – Patterns and Algebra		VCMNA113		VCMNA162 VCMNA164		
Statistics and Probability – Data Representation and Interpretation		VCMSP128		VCMSP179		

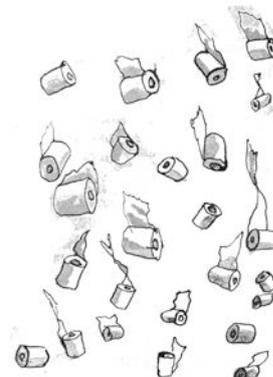
NSW Board of Studies Syllabus – Mathematics

Mathematics	Stage 1	Stage 2	Stage 3
Number and Algebra	MA1-5NA MA1-6NA	MA3-2WM MA3-5NA MA2-2WM MA2-6NA	MA3-2WM MA3-5NA MA3-6NA
Measurement and Geometry	MA1-13MG MA1-16MG	MA2-17MG	MA3-9MG MA3-13MG MA3-17MG
Statistics and Probability	MA1-17SP	MA2-18SP	MA3-18SP



Science

- BumFresh Toilet Wipes are wet on one side and dry on the other. Experiment with different materials to see if you can make some parts wet and some parts dry. What household substances can you use to keep materials dry? *6-10 years*
- Test the absorbency of household objects. Predict what will happen to some things from your classroom when you immerse them in water. Measure the water before and after. Weigh the object before and after.
- Do some science experiments with liquids, gases and solids. Compare different substances like fruit juice, soft drink, shampoo, and icecream. Apply heat and cold and observe what happens. *8-12 years*
- Raj gets a purple bottom from using BumFresh. Joe lives in a sparkly gold mansion. Explore the science of colour and light. Make a rainbow prism with a bowl of water, paper and a mirror. Use mirrors with a partner to play with the way light bounces and your reflection. Find out what colours make up black using a coffee filter, black texta and some water. *6-12 years*
- Use food dyes and gels to colour vinegar and baking soda and experiment with mixing to create new colours and matter states. *6-9 years*
- Joe has a fortune and Bob has very little yet they both live, learn and eat chocolate. What do human beings actually need to live? *7-11 years*



Science	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science Understanding – Biological Sciences	ACSSU211			ACSSU073	ACSSU043	ACSSU094
Science Understanding – Chemical Sciences	ACSSU018	ACSSU031	ACSSU046		ACSSU077	
Science Understanding – Physical Sciences	ACSSU020		ACSSU049		ACSSU080	
Science Inquiry Skills – Planning and Conducting	AC SIS025	AC SIS038	AC SIS054	AC SIS065	AC SIS086	AC SIS103
Science Inquiry Skills – Questioning and Predicting	AC SIS024	AC SIS037	AC SIS053	AC SIS064	AC SIS231	AC SIS232

Victorian Curriculum - Science

Science	Foundation - Year 2	Year 3-4	Year 5-6
Science Understanding – Biological Sciences	VCSSU042	VCSSU058	VCSSU074 VCSSU075
Science Understanding – Chemical Sciences	VCSSU045	VCSSU059	VCSSU076
Science Understanding – Physical Sciences	VCSSU049		VCSSU080
Science Inquiry Skills – Questioning and Predicting	VCSIS050	VCSIS065	VCSIS082
Science Inquiry Skills – Planning and Conducting	VCSIS051	VCSIS066	VCSIS083

Science	Stage 1	Stage 2	Stage 3
Science Knowledge and Understanding	ST1-6LW ST1-11LW ST1-12MW	ST2-12MW	ST3-10LW ST3-11LW ST3-12LW
Science Skills	ST1-4WS	ST2-4WS	ST3-4WS



Humanities and Social Sciences

- Joe and Len Spud are extremely rich. A large percentage of the world's wealth belongs to a very small proportion of the world's population. Many millions of people live in poverty. How is wealth distributed? Why are some people so rich and others so poor? What impact does this have on people's day to day lives? Research and consider people living in poverty in Australia. *9-12 years*
- Mr Spud is an inventor and entrepreneur who has invented something brand new and made his fortune. Consider the stories of other self-made individuals. What types of skills do you need to be a successful entrepreneur? What is entrepreneurial behavior? How can entrepreneurs contribute to our community? *11-12 years*
- Mr Spud insists that now they are rich he and Joe should eat caviar, something they never would have eaten when he was a poor factory worker. Why does Mr Spud think this is important? What is a class system? Is there a class system in Australia? What impact does a class system have on people's opportunities and experiences in life? *9-12 years*
- Len and Joe Spud live a sparkling gold mansion called BumFresh Towers. Bob lives in the council flats. What is a home? What different types of homes do families have in your neighbourhood? In Australia? In other countries? How have homes changed over time? *8-12 years*
- Len and Joe, Bob and his Mum both live in one parent families. What is a family? What kind of family do you have? What type of families live in your town? Can families change over time? *6-8 years*

Australian Curriculum

Humanities and Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inquiry and Skills - Questioning	ACHASSI018	ACHASSI034	ACHASSI052	ACHASSI073	ACHASSI094	ACHASSI122
Knowledge and Skills - History	ACHASSK028 ACHASSK030		ACHASSK063		ACHASSK109 ACHASSK110	ACHASSK137
Knowledge and Skills - Geography			ACHASSK063		ACHASSK113	ACHASSK139
Knowledge and Skills – Civics and Citizenship				ACHASSK093		
Knowledge and Skills – Economics and Business					ACHASSK119 ACHASSK120	ACHASSK150 ACHASSK151

Victorian Curriculum - *Humanities and Social Sciences*

Humanities and Social Sciences	Foundation – Level 2	Level 3-4	Level 5-6
Geography - Geographical Concepts and Skills	VCGGC057	VCGGC071	VCGGC085
Geography - Geographical Knowledge	VCGGK068	VCGGK083 VCGGK084	VCGGK093
History - Historical Concepts and Skills	VCHHC056		VCHHC084 VCHHC087
History – Historical Knowledge	VCHHK059	VCHHK074	VCHHK092 VCHHK094 VCHHK096
Economics and Business – Resource Allocation and Making Choices			VCEBR003
Economics and Business – The Business Environment			VCEBR006

NSW Board of Studies – HSIE

Humanities and Social Sciences	Stage 1	Stage 2	Stage 3
Geography	GE1-1 GE1-2	GE2-1 GE2-2	GE3-1 GE3-2
History	HT1-1 HT1-2	HT2-2	HT3-1 HT3-2 HT3-3



Health, Wellbeing and Physical Education

- Discuss the role of emotions in the story. *6-12 years*
- Graph or draw a pictorial representation of the emotional changes throughout the story of key characters like Joe, Len and Bob. *7-10 years*
- Mime the emotions, play them on an instrument, move like Joe or Mr Spud when they experience these feelings. *6-10 years*
- Everyone loves BumFresh toilet paper because it helps them to stay clean. Why is it important to stay clean? What can you do to stay clean and healthy? *6-9 years*
- Joe and Bob love to eat lollies and chocolate. Are these healthy food choices? What could Joe and Bob replace these foods with to have a healthier diet? *6-10 years*
- Choreograph a dance for Mr Spud and Sapphire to perform at the engagement party, or for Raj to perform in his shop. Perform it for your friends. *6-12 years*
- Billionaire Boy is all about making friends at school. How do you make friends? What makes a good friend? How can you help your friends if they are being bullied? *6-12 years*
- Joe tries to keep his identity a secret from his new schoolmates. Trying to pretend to be someone else often ends up in tears and hurt feelings. What are some things that express your identity? Are there any parts of your identity that you hide away? How can you help others to share their true identity? *7-12 years*

Health and Physical Education	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	ACPPS019 ACPPS020	ACPPS037	ACPPS055
Personal, Social and Community Health – Being Healthy, Safe and Active	ACPPS015 ACPPS017 ACPPS018	ACPPS033 ACPPS035 ACPPS036	ACPPS051 ACPPS054
Personal, Social and Community Health – Contributing to Healthy and Active Communities	ACPPS022	ACPPS040 ACPPS042	ACPPS060
Movement and Physical Activity / Moving our body.	ACPMP025	ACPMP043	ACPMP061

Victorian Curriculum. Health and Physical Education

Health and Physical Education	Year 1 and Year 2	Year 3 and 4	Year 5 and 6
Personal, Social and Community Health – Being Healthy, Safe and Active	VCHPEP071 VCHPEP073 VCHPEP074	VCHPEP088 VCHPEP090 VCHPEP091	VCHPEP105 VCHPEP108
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	VCHPEP075 VCHPEP077	VCHPEP092	VCHPEP109
Personal, Social and Community Health – Contributing to healthy and active communities	VCHPEP078	VCHPEP095	VCHPEP114
Movement and Physical Activity - Moving the body.	VCHPEM080	VCHPEM097	VCHPEP115

NSW Board of Studies Syllabus Personal Development, Health and Physical Education

Personal Development, Health and Physical Education	Stage 1	Stage 2	Stage 3
Skills - Moving	MOS1.4	MOS2.4	MOS3.4
Skills - Dance	DAS1.7	DAS2.7	DAS3.7
Knowledge and Understanding – Interpersonal Relationships	IRS1.11	IRS2.11	IRS3.11
Knowledge and Understanding – Growth and Development	GDS1.9		
Knowledge and Understanding – Personal Health Choices	PHS1.12	PHS2.12	



Information and Communications Technology

- Watch the student-made trailer (YouTube link on page 24) promoting Billionaire Boy using different animation and filmmaking techniques. Can you make your own animation to promote the play? *10-12 years*
- Take digital photos of children's characterisations and freeze frames. Use them to make a Powerpoint or other multimedia presentation. *8-12 years*
- Record a soundtrack for the story. *7-12 years*
- Create a talking book. *7-12 years*
- Create digital pictures using a drawing program. *6-10 years*
- Access *the World of David Walliams* official website on the Internet. *6-12 years*
- Email your creations to CDP Theatre Producers education@cdp.com.au *6-12 years*



Design and Technology

- Design a new hygiene product that revolutionises personal care just like BumFresh. A hairbrush that puts on your hair products? A shower cap that washes your hair while you wear it? *7-12 years*
- Mrs Trafe cooks horrible food like gerbils on toast, hair lasagne and soil bolognese. Design a meal for the school cafeteria *a la* Trafe and cook it using edible ingredients. *8-12 years*
- Design and make a special dance costume for Raj. Make sure it's stretchy for dancing and sparkly to impress? *9-12 years*
- Design a new Rajmobile that can comfortably carry Raj and Joe to replace Raj's tiny trike with a basket. *9-12 years*
- Design and build some furniture for your classroom out of cardboard tubes. *6-10 years*

Australian Curriculum

Technologies	Foundation – Year 2	Year 3 and Year 4	Year 5 and Year 6
Design and Technologies	ACTDEP006	ACTDEP015	ACTDEP025
Processes and Production Skills	ACTDEP007	ACTDEP016	ACTDEP026
Digital Technologies Processes and Production Skills	ACTDIP003	ACTDIP009	ACTDIP016

Victorian Curriculum Technologies

Technologies	Foundation – Year 2	Year 3-4	Year 5-6
Design and Technologies – Creating Designed Solutions - Generating	VCDSCD019	VCDSCD029	VCDSCD039
Design and Technologies – Creating Designed Solutions - Producing	VCDSCD020	VCDSCD030	VCDSCD040
Digital Technologies – Data and Information	VCDTDI016	VCDTDI022	VCDTDI029

NSW Board Of Studies Syllabus Science and Technology

Science and Technology	Stage 1	Stage 2	Stage 3
Design and Production	ST1-2DP-T	ST2-2DP-T	ST3-2DP-T

Differentiating Billionaire Boy Activities for Students with Special Needs

Students with special needs can be fully involved in enjoying and learning with the *Billionaire Boy* performance and education activities. All learners enjoy being challenged and thrive on high expectations. Take an open approach to different modes of participation, and create a teaching environment where all contributions are valued. Students with special needs have a right to access high quality arts and education experiences, and to learn along with their peers. Given the right supports these students will rise to the challenge.

Billionaire Boy is a humorous story with universal themes that engages all ages and abilities. All of the activities listed above can be adapted to provide many entry points for students with a wide range of extra needs – physical, sensory, socio-emotional, intellectual disabilities, communication, behavioural and medical needs, and students with profound and multiple disabilities. A list of examples and ideas is below.

Physical Disabilities

Students with physical disabilities may have difficulty expressing their ideas through drawing, moving, making, writing or sometimes even speaking.

- * Record responses or ideas as an audio or video file, using an iPad or similar technology. *Make a video recording your ideas and thoughts about one of the characters so classmates can add it to a group mind map.*
- * Share responses and ideas as a spoken presentation. Be a storyteller. *Describe the characters using fantastic character voices and turns of phrase.*
- * Use talk to text technology such as Dragon Speak Naturally to record responses. *Create an innovation on the text and tell your tale to the Dragon Speak Naturally program to create a text version.*
- * Work with a partner or small group to collaborate to complete tasks. *Work with a team to create your radio play version of Billionaire Boy. Assign roles such as Narrator, Actors, Audio Engineer, Vocal Sounds Artist, Sound Effects Artist, Critic, Marketing Guru and Producer.*
- * Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Create your new Rajmobile using the existing vocabulary banks and images in the Proloquo2Go communication app.*

* Work with physical strengths to promote participation in movement activities. *Choreograph Len and Sapphire's engagement party dance or Raj's musical number with a group. Incorporate unusual or amazing physical actions for different characters that are shared by all group members.*

Vision and Hearing Loss

Students with mild to moderate vision loss may have difficulty seeing the line drawings of Tony Ross. They may also have trouble reading large amounts of small print text.

* Provide a significantly enlarged copy of drawings and text. *Make A3 copies of key illustrations depicting the story of Joe and Bob's friendship.*

* Use a black border made out of A4 paper or smaller to focus in on particular sections of enlarged drawings, and to reduce visual distractions. *Use a black frame to focus on the facial expressions of key characters in enlarged copies of the illustrations.*

* Present images on a contrasting background to increase visibility. *Cut out an enlarged copy of Joe, Mr Spud, and Bob and stick them on a piece of brightly coloured cardboard.*

* Provide an audio recording or talking book version of important sections of the text. *Make an audio recording of a short section of each chapter starring students using their best character voices.*

Students with hearing loss often have difficulty hearing and following spoken instructions and class discussions.

* Provide clear step by step written instructions and examples for student activities. *Create a new hygiene product that revolutionises personal care by providing a visual template for each stage of the design process, with written labels, pictorial illustrations and suggestions included.*

* Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Create a detailed mind map describing a character as a class using no talking. Contributions could include drawings, mimes or written descriptions of the character's features.*

* Aid understanding through the use of signed English or Auslan. *Use the Auslan sign dictionary and discussion with students to assign a characteristic gesture to each of the characters. A comprehensive video sign dictionary can be found on the online Auslan sign bank.*

Socio-emotional and behavioural needs.

Students with additional emotional and behavioural needs often find it difficult to complete challenging, complex or lengthy desktop tasks.

* Encourage students to work collaboratively to complete extensive written or drawn activities. *Work in duos to collect and create characteristic sayings and phrases for one character. Combine lists with other duos working on the same character to create a comprehensive list to share with the rest of the class.*

* Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to research, choose, rehearse and present information about the issue of bullying as a news report, advertorial, YouTube style clip or short documentary for the rest of the class.*

* Create a safe learning environment where all students are treated with respect, and reserve the right to pass. *Enable a positive and supportive class discussion about friendship and bullying by allowing students to contribute their personal experiences anonymously into a class postbox.*

Intellectual Disabilities

Students with intellectual disabilities often have difficulty with comprehending and responding to complex written, spoken and visual texts.

* Break the text down into very short sections and examine in depth to aid comprehension. There are endless opportunities for exploration with such a rich narrative text. *Carefully examine Chapter 11 when Bob realises that Joe*

has paid the bullies to be nice to him. Use visual images to aid understanding of the events unfolding. Use pictures of each of the characters' faces to establish how their feelings are changing throughout the action. Use thinking bubbles to show when people's thoughts are different from their words. Visually map out Joe and Bob's emotions in this chapter. Role play the scene as a mime.

* Use physical and visual supports. *Literally build your favourite character. Dress a life size figure drawn on a large piece of paper. Provide recycled materials, large googly eyes, coloured fabrics, wool, string, coloured beads, cellophane and shiny paper.*

* Make use of strong structures, time and repetition to aid learning and comprehension. *Choose key points in the text to present a simplified storymap. Present the storymap over a number of days. Collect and display new ideas and understandings about the text and put them on display on the storymap as understanding grows so you can revisit the ideas as often as you need.*

* Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay, lego or plasticine models, song, musical improvisation. *Make a lego representation of the characters. Move the figures around and take photos to represent key points in the storyline.*

Profound and multiple disabilities.

Students with profound and multiple disabilities require a range of supports and adaptations to participate in these activities.

* Draw out the sensory elements of the text and pictures to engage learners with profound and multiple disabilities. *Create and share collections of wet and dry objects for students to share. Put your hands in a bowl of coins, and a bag of bank notes. Sample the chocolates, Bob's Mum's Shepherd's Pie, packets of chips and caviar mentioned in the story. Choose and share a fabric or other textured object or material associated with each character, a handful of paper money for Joe, a shiny dance outfit for Raj, a toupee for Mr Spud, a fancy handbag for Sapphire, a chocolate wrapper for Bob.*

* Provide opportunities to make choices and indicate preferences. *Work with a partner to design your perfect Rajmobile. Use eye gaze, sign or vocal sounds to choose between real objects or images. How many wheels does the Rajmobile need? What size? Will it be powered by engines, wind, solar or human power? What colour will it be? Where will people sit?*

* Use real life experiences in the environment and community for learning. *Visit a busy discount or candy store, a massive mansion, a tiny home, a helipad, a noisy school yard, a school cafeteria. Visit a disco party. Visit the school library. Go to the mint or the bank to see, hear and touch lots of cash.*

Resources

The Australian Curriculum Online

www.australiancurriculum.edu.au

The World of David Walliams has comprehensive information, activities for students and teachers and videos and podcasts.

<https://www.worldofdavidwalliams.com>

Visit the Auslan Signbank for a video dictionary of Australian sign language.

www.auslan.org.au

A short biography and fun facts about David Walliams can be found on the IMDb website.

<http://www.imdb.com/name/nm0909144/bio>

The Harper Collins website has a biography of David Walliams

<http://www.harpercollins.co.uk/cr-101054/david-walliams>.

Primary Facts has a short feature article on David Walliams.

<http://primaryfacts.com/2440/david-walliams-facts-and-information/>

The Optics for Kids website has lots of fun and straightforward activities exploring colour and light

<https://www.optics4kids.org/classroom-activities/5-10/release-the-rainbow>

The Teaching Ideas website has a collection of excellent ideas for exploring Billionaire Boy.

<http://www.teachingideas.co.uk/library/books/billionaire-boy>

Watch

A student made Billionaire Boy trailer at <https://www.youtube.com/watch?v=4ghSjyCMkRg>

David Walliams read Chapter 1 of Billionaire Boy and answer some questions from his readers at

<https://www.youtube.com/watch?v=zjbPwkaIDZk>.

Watch the YouTube video “How to Draw Horrid Henry with Tony Ross” and “How to Draw Monsters with Tony Ross”

Watch the YouTube video “How to Dance Like LL Cool J and Mary J.” on Howcast

Acknowledgements

This resource was created and assembled from a variety of sources:

The World of David Walliams website.

Billionaire Boy by David Walliams

Harper Collins website

Primary Facts website

IMDB website

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This resource was compiled for CDP Kids by Catherine Threlfall (BMus, BTeach, MEd) from Sunraysia Arts and Learning.

