

# TEACHERS RESOURCE PACK

Supporting Billionaire Boy Live on Stage

Touring 2019 – 2020

[billionaireboylive.com](http://billionaireboylive.com)



If you have feedback on this pack, please email [office@birminghamstage.com](mailto:office@birminghamstage.com)

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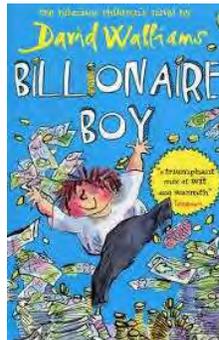
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## From Page to Stage



**Neal Foster, adapter of the award-winning productions of *Gangsta Granny* and *Awful Auntie* for the stage talks about adapting *Billionaire Boy*.**

*'It's wonderful to adapt books by David Walliams because he has such a theatrical way of writing. This is no surprise given David's long history of writing and appearing in theatre and television productions. In fact, before he became well known, David had spent much longer than people appreciate writing scripts for all sorts of much loved comedy programmes. So all his books lend themselves beautifully to theatrical adaptation.*

*David is also an expert in structuring his stories, so just when you think that you know how the story is going to go, he takes a sharp left hand turn and heads down another road you didn't see coming. This makes adapting his books very exciting because he gives you such a strong skeleton on which to base the play.*

*The stories always contain a lot of humour and I have loved bringing his characters and situations onto the stage where you can really develop the comedy. The characters are always fun to bring to life and it's fascinating giving them dialogue in scenes where David has only described a situation but not told you exactly what the characters are saying.*

*My other experience of writing plays has been the series of productions we have done with *Horrible Histories*, which are all based on facts. So it's great to allow your imagination to create all sorts of fictional scenarios which don't have to be true but are really good fun to bring to life.'*



## **Script**

**Spite:** Silence in class! Right 5F, we still have the matter of last night's homework.

EVERYONE REACHES FOR THEIR BAG. JOE STARTS TO SEARCH FRANTICALLY

**Joe:** (WHISPERING TO BOB). I did it last night; I must have left it at home.

**Spite:** Is there something the matter?

**Joe:** No, Miss Spite.

**Spite:** You've obviously got something you want to say – why don't you tell us all?

**Joe:** Sorry, Miss, no, Miss.

**Spite:** Then be quiet. I'm collecting homework. Raise your hands if you've done it.

THE CHILDREN RAISE THEIR HANDS

**Spite:** I can see a hand missing.

**Joe:** Miss....?

**Spite:** Yes, Spudddd ?

**Joe:** I did it, but.....

**Spite:** Yes, of course you did it.

**Joe:** But, er –

**Spite:** But what? The dog ate it? The house burnt down? It was stolen by aliens?

**Joe:** Er, no, I just left it at home

**Spite:** Litter duty!

- Read the extract from the book above
- Divide the class into groups of six
- Give each group copies of the scripted scene
- Ask one person to take on the role of director whilst the others play Miss Spite, Joe, Bob and two other classmates
- Ask the director to decide how the actors should speak the lines and act physically
- Although they don't speak, the classmates have an important job in the scene. How do they react to what is going on? How can they show the audience how everyone in the class feels about the speaking characters? Are they scared of Miss Spite? Do they feel sorry for Joe?
- How does this scene contribute to the story?

## Exercise 2

- Turn the following book extract into a stage script:

*(Joe and Bob are in a quiet corner of the playground)*

***“At that moment a deafening roar silenced the playground. Joe looked up. A helicopter was hovering overhead. Very quickly all the football games broke up, and the kids raced out of the way of the descending aircraft. Items from hundreds of packed lunches were whisked up in the air by the force of the blades. Packets of Quavers, a mint-chocolate Aero, even a Muller Fruit Corner danced about in the whirling air before smashing to the ground as the engine shut down and the blades slowed to a stop.***

***Mr Spud leapt out of the passenger seat and raced across the playground holding the essay.***

***Oh no! thought Joe.***

***Mr Spud was wearing a brown toupee that he held on to his head with both hands, and an all-in-one gold jumpsuit with BUM AIR emblazoned on the back in sparkly letters. Joe felt like he was going to die of embarrassment. He tried to hide himself behind one of the older kids. However, he was too fat and his Dad spotted him.***

***“Joe! Joe! There you are!” shouted Mr Spud.***

***All the other kids stared at Joe Spud. They hadn’t paid much attention to this short fat new boy before. Now it turned out his dad had a helicopter. A real-life helicopter! Wow!***

***“Here’s your essay, son. I hope that’s ok. And I realised I forgot to give you your dinner money. Here’s £500.”***

***Mr Spud pulled out a wad of crisp new £50 notes from his zebra-skin wallet. Joe pushed the money away, as all the other kids looked on in envy.***

***“Shall I pick you up at 4pm son?” asked Mr Spud.***

***“It’s ok, thanks, Dad, I’ll just get the bus,” muttered Joe looking down at the ground....***

*A few questions to consider:*

- What other characters are in the scene apart from Bob, Joe and Mr Spud?
- Would it help to give lines to the actors to portray the bits of packed lunches flying in the air?
- Is there another way of showing the whirlwind the helicopter causes?
- How can the helicopter landing be done on stage? Projection? a model? Would it land offstage and have characters reporting what is happening?
- What sound effects are needed?
- Does Bob say anything?

## School Dinners

### Victorian Times

In 1870 an act of Parliament was passed making it compulsory for all children to attend school. It was soon noticed however, that many students were so undernourished and hungry that it was impossible for them to concentrate and learn. To counteract this, in 1879 several local education authorities and school boards started providing school meals either free or for a very small charge. The idea spread and by 1906 an act was passed allowing all local authorities to offer school meals.

In these early days, many schools offered breakfast, usually consisting of oatmeal porridge with milk and treacle and a piece of bread and dripping.

Lunch was often some sort of soup and bread and maybe a slab of cheese.

Meals would be eaten at long tables, covered with tablecloths and even occasionally vases of flowers. Older children would act as 'Monitors' serving out the food.

### Exercise





- Look at these photographs of Victorian school children at lunchtime
- Ask the class to imagine they are a character in one of the pictures – they might be one of the adults serving
- Tell them to imagine this is the first time that a lunchtime meal has been served in their school
- Their task is to write a diary entry for that day
- Ask them to consider the following:
  - The name and age of their character
  - Their family situation
  - If they were hungry – Had they had any breakfast?
  - What did the meal consist of? – Had they had anything similar before?
  - What did it taste like?
  - How people behaved in the dinner hall.

## **World War Two**



During the Second World War, the school meals service expanded and in 1944 it became compulsory for local authorities to provide school dinners that were consistent with legal nutritional requirements.

Meals were usually cooked in a central kitchen and then distributed to the schools in the area by van. The food came in big aluminium tins which would be warmed up in the school kitchens by the Dinner Ladies before being served up to the children.

The meals weren't always particularly tasty but they were nutritious and as food was rationed at the time, there was very little wasted.

Rissoles appeared frequently. *'A sort of sausage-like concoction consisting mainly of oatmeal, dried egg powder, water and any miniscule bits of meat. The resulting concoction was coated in breadcrumbs, fried in lard and served with mashed potato.'* 1900's .org.uk

Stews with dumplings made frequent appearances on menus, as well as milky puddings such as semolina or tapioca – often referred to by the children as 'Frogs spawn'.

A school meal at the time would cost around 4 old pennies – around 66 p in today's money.

In 1946 universal free milk was introduced in schools, a policy which continued until 1971. Milk came in glass quarter pint bottles and was drunk through a straw. Crates would be left in the playground until playtime which meant that in the summer the milk was often warm and not very appetising!



## 1960' and 70's

By this time, the majority of Primary school children were having a school dinner every day. If you talk to people who were school children at the time, their main memories are of the deserts – here are some examples:



Jam Roly Poly and Custard



Caramel Tart (pastry topped with caramel custard)



Coconut Sponge



Spotted Dick (Sometimes called 'Squashed Fly graveyard')



Chocolate Sponge (*Known as  
'Chocolate Concrete'*)

But most remembered seems to be the Pink Custard.



This was not actually custard but a mixture of milk, powdered blancmange mix and sugar.

### **Exercise**

1. Ask the class to imagine what would be their own personal perfect school pudding

- They can use any ingredients in any combinations
- They then draw a picture of their pudding with arrows pointing to the various ingredients
- Next, they must invent a name for it

2. Now tell them to imagine they are a sales representative for the company that markets their pudding

- Write a short sales pitch for it. Include descriptions of taste, texture, and colour as well as any possible nutritional benefits.

## Mrs Trafe



At Joe's school, Mrs Trafe both cooks and serves the school dinners. Her habit of using unusual and unappetising ingredients means that everyone tries to avoid having to eat them.

**Mrs T:** *I've got some specials on the menu*

**Bob:** *Oh yes?*

**Mrs T:** *I've got a very nice badger and onion pie*

**Bob:** *Yum!*

**Mrs T:** *Some deep fried rust*

**Bob:** *Sounds great*

**Mrs T:** *And if your friend's vegetarian, I have some jacket potatoes with sock  
cheese*

Other delightful dishes from Mrs Trafe's kitchen include soil bolognaise, dandruff risotto, deep fried blu-tack, dog spit sauce and bat-dripping tart

### Exercise

1. Ask the students to imagine they are chefs in a restaurant. They must draw up a menu for the most disgusting, unappetising meal they can think of.
2. Next they imagine they are reviewers for an extremely high-class food magazine. Their job is to write an article about the menu they were served making it sound as delicious as possible to persuade others to visit.

## Bullying

Both Joe and Bob experience bullying at school. For Joe, at his previous school, St. Cuthbert's, he was laughed at and looked down upon as a 'commoner', his riches being scoffed at as 'new money':



**Boy 1:** *Come on, let's play hide and seek*

**Joe:** *Can I play too?*

**Boy 2:** *Why? That would be hide and reek!*

**Boy 3:** *We'd find you too easily; you can smell a commoner a mile off.*

He assumes going to the 'Local Comp' will be the answer to his problems – provided he keeps quiet about his wealth.

But his new school has its share of bullies too – 'The Grubbs' who are terrorising his new friend Bob:



**Dave:** *Don't mess with us*

**Sue:** *We're the Grubb twins see*

**Dave:** *And we'll do what we like with you*

**Sue:** *No - one gets in our way*

**Dave:** *And we'll make you pay*

**Sue:** *We're the Grubb twins*

**Dave:** *Dave*

**Sue:** *(Very deep) and Sue.*

## Exercises

### Creating a Bully

1. Ask the class to suggest adjectives that describe a typical bully. Note them down on the board.
2. Ask them to think about different ways people bully. Note them down on the board.
3. Explain that you want to create a sculpture gallery focusing on Bullies.  
As with the bullies that Joe and Bob encounter, the sculptures need to be really exaggerated to really show the character traits.
4. Everyone finds a partner and each pair names themselves A or B (2 A's or 2 B's if they are a three)
5. A is going to be the Sculptor, B the block of stone.
6. A 'sculpts' B into a statue of a bully then sits

7. Line the statues up and look at them individually. Ask the sculptors to suggest a line or phrase that each of the bullies could be saying and ask each statue to memorize it.
8. Each bully then takes it in turns to come alive, speaking their line in an appropriate fashion.
9. With each statue, ask for ideas of what the bully might be feeling inside that is making them act so badly. Jealousy? Insecurity? Feeling small?
10. The pairs join together again. Ask them to think up one or two sentences that express what the bully is feeling inside.
11. The statues re-form and sculptor now becomes their bully's 'Ghost Brain', standing behind them.
12. Go along the line of sculptures again but this time each bully comes alive and speaks their line after which their Ghost Brain describes what he/she is feeling inside.
13. Discuss why some people become bullies and possible ways to deal with it

### **Extension Ideas**

- Using the ideas from the above exercise, write a character description of your bully. Add in details of their home life, family, and what they are scared of.
- Draw a cartoon version of him/her.
- Taking the role of the Head teacher, each student decides what punishment should be imposed upon the bully
- They then compose a letter to his/her parents explaining what course of action they are taking.

## Where do you stand?

**Bob:** *'A true friend would have stuck up for me, supported me...'*

1. Joe witnesses his best friend being bullied by the Grubbs. He knows he has to do something to help, and decides to pay them to leave Bob alone.
2. Ask the class for their opinions on his decision – was it a good idea?
3. Bob tells Joe that he can't tell his mother about the bullying as she has enough to worry about. Also that the Grubbs know where he lives, and if they got expelled, they would find him and really beat him up.
4. Discuss what other ways could Joe help Bob defeat the Grubbs.
5. Choose four people to try out the piece of script below:

*Bob and Joe are hiding behind a wheelie bin. Dave and Sue, the bullies, enter.*

**Dave:** I can smell fat boys

*They pull the wheelie bin aside*

**Dave:** How was the cross country run Blob?

**Sue:** Without your kit?

**Bob:** I knew it was you two! What did you do with it?

**Dave:** It's in the canal

**Sue:** Now give us your chocolate

**Bob:** I'm taking some home for Mum

**Sue:** *(Imitating him)* He's taking some home for Mummy!

**Dave:** Give us it, Lard face.....

6. Joe is currently the onlooker in this scene. Ask for ideas of what he could do to help Bob, without making the situation worse for him.
7. Divide the class into groups of four
8. Each group decides what Bob and Joe could do next to remedy the situation
9. The groups then present their scenarios in the form of four still photographs linked by narration.
10. When all the scenarios have been shared – discuss the relative merits of each solution.

## All that Glitters is not Gold

**Dad:** *'I could get you some solid gold sunglasses? I've got a pair. You*

*Can't see out of them, but they are very expensive....'*

Like so many rich people, Joe's Dad thinks that owning objects made out of gold is important. It shows to others how wealthy he is and to himself, it proves how far he has come from his humble beginnings.

Many super rich people are similarly keen to show off their wealth by purchasing expensive version of everyday items.

For example:

Gold, diamond encrusted Smartphone:



A gold Bicycle



A crystal covered computer mouse



A diamond encrusted bathtub – for dogs:



Even a shirt made entirely out of gold:



### Exercise

- Ask the class to imagine they are super rich.
- Tell them to think of an object that can be a birthday present for their equally rich relative.
- It needs to be something that shows how rich the family are, so something made of precious metal or covered in jewels.
- It also needs to be something that they haven't already got.
- Whatever it is will be made by a specialist designer.
- Write a letter to the designer with all the details of the object and how it must look / feel.
- Draw a rough sketch of the object for the designer labelling all the important aspects you have asked for.

## Ancient Egyptians



*'Everywhere the glint of gold..'*

Howard Carter describing what he saw as he opened the tomb of Tutankhamun

Ancient Egypt was a land rich in gold but unlike many other cultures, its significance and usage revolved around its spiritual rather than its monetary value.

Thought of as 'the skin of the Gods', specifically the sun God Ra, gold was often used to make objects of spiritual value such as statues of Gods, obelisks and death masks. It is a relatively soft metal and proved easy to work with basic tools. Gold doesn't tarnish and is almost indestructible and therefore it became associated with eternal life. The Pharaoh, or King, was viewed as divine, the human link between the earth and the Gods, so gold was used for royal coffins and funeral equipment to help preserve the Kings mortal remains for eternity.

Early on, only royalty and priests could wear gold but it soon became a status symbol amongst the rich and powerful with hundreds of goldsmiths producing not only funeral equipment but jewellery, statues, pillars and doorways, and all manner of ornaments.

## Death Masks



Death mask of King Tutankhamun

The ancient Egyptians believed that it was important to preserve the body of an important person when they died, in order that their soul would have somewhere to dwell. A death mask, depicting the deceased, was necessary for the soul to be able to recognize the body. Facial features, particularly the eyes, were enlarged to make recognition easier. Ordinary death masks were made from linen and plaster, but royal death masks were made from precious metals, chiefly gold, and inlaid with jewels.

The mask above is the death mask of King Tutankhamun, discovered in his tomb in 1922 by Howard Carter.

### Exercise 1

- Divide the class into pairs
- Ask each student to imagine they are a goldsmith tasked to fashion a death mask of a recently deceased King or Queen
- Tell them they need to submit a rough design for approval
- Each pair takes it in turns to draw a simple sketch of their partner's head, exaggerating their features – maybe adding a false beard as well!

- Each person then extends their drawing into a death mask design – either colouring it or using arrows to point out the colours and jewel locations
- Pin the finished designs up around the classroom and see if the students can identify who is who.

## **Exercise 2**

- Construct a simple death mask.
- The easiest starting point is to use a ready- made mask and extend the features etc with paper mache
- There are many easy to follow guidelines on the internet. For example:

<https://www.wikihow.com/Make-a-Tutankhamun-Mask>

## **Amulets**

Amulets were protective good luck charms, worn to protect against evil. They were thought to be imbued with magical powers that would bring good fortune to the wearer. They often depicted Gods or Goddesses, animals, or symbols which had particular meanings.

Most ancient Egyptians would wear amulet jewellery but only royalty or other important people could have them made from gold.

Amulets were important for both the living and the dead either being worn as jewellery or placed on the lines of the linen bandages of a mummy.



## Exercise

- Here are some common amulet symbols and their meanings:



**SHEN** – Protection (a loop of rope with no beginning or end symbolizing eternity)



**UDJAT EYE of HORUS** – Healing



**CARTOUCHE** – Protection (Write a name in the centre of the oval to protect someone from harm)



**DJED PILLAR** - Stability



**ANKH** – Life and eternal life



**SEKHEM** - Authority

- Ask the class to imagine they are goldsmiths and have been asked to submit a design for a new amulet to go into the funeral chamber of the recently deceased King.
- The design must include at least one of the above symbols
- It could also include an animal or bird feature
- Ask them to decide what magical properties the amulet has
- They must then attach a short written explanation of their choices



### Heart Scarabs



A Heart scarab was a common type of funeral amulet. Scarab beetles dig tunnels into the earth to lay their eggs from which the baby beetles emerge when they hatch. For the ancient Egyptians, this was symbolic, of the shaft leading from the burial chamber in a tomb, from which the reborn spirit would emerge.

Scarab shaped amulets would be placed over the heart of the deceased before burial in the belief it would counteract the separation of the heart from the body in the afterlife.

For most ancient Egyptians, these amulets would be made from clay, but for the rich and important, they would be fashioned in gold and decorated with semi precious stones.



### Exercise

- Design a heart scarab for the King, the more exotic and embellished the better!



## Sculpture



Sculpture was important to the ancient Egyptians. Temples and tombs were filled with statues and reliefs (wall sculptures) portraying not only the images of Pharaohs, but the many Gods and Goddesses they worshipped. Temples were regarded as the dwelling places of the Gods and it was believed that a statue was the living embodiment of the God or Goddess it portrayed. They were worshipped and revered with prayers and offerings of food and other gifts.

Most statues were carved from stone then brightly painted or covered in gold leaf and covered with jewels to make them glitter spectacularly. The deities were usually depicted facing forwards as it was felt that they should always be looking towards eternity.

### Exercise- Statue

- Everyone in the class takes on the role of an ancient Egyptian sculptor
- The teacher takes on the role of Vizier to the mighty Pharaoh, and explains that there is to be a competition to design a new statue of a God or Goddess for the new temple in the Pharaoh's palace. The winner will be well rewarded
- Divide the class into pairs.
- Each pair is given the name of a God or Goddess from the list below

- Explain that in their pairs, one person will take on the role of the sculptor and the other, the block of stone to be sculpted.
- After a few minutes discussion about how the statue should look, the sculptor moulds the block of stone into a depiction of their deity.
- Each pair then presents their sculpture to the Vizier with the sculptor explaining which God or Goddess it depicts, what they are God or Goddess of and how they propose to decorate it.
- The Vizier is of course, delighted with the artistry of all the Statues, but picks one that they think the Pharaoh will particularly like.

### **Exercise – Worship**

- The Vizier then explains that now a statues design has been chosen, they need to put together a celebration ritual to honour that particular God or Goddess.
- Everyone stands in a circle
- The Vizier explains that they will all make the ritual together.
- The words they will use will be :  
'**Mighty (God or Goddess's name) we dedicate this statue to your glory**'
- The Vizier asks for suggestions of movements that everyone can do together for each of the three underlined phrases.
- Standing in the circle, everyone practises the chosen movements slowly at the same time as speaking the words.
- The Vizier explains that as this is a sacred ritual it must be done slowly and seriously
- Everyone starts with their feet together and their hands by their sides.
- The Vizier leads them through their ritual three times – getting bigger and louder each time. At the end, they all kneel down.

**OSIRIS**

**God of death and resurrection**

**RA**

**The Sun God**

**NUT**

**Sky Goddess whose star covered body formed the sky**

**KHONSU**

**God of the Moon**

**SHU**

**The God of Wind**

**SET**

**The God of storms**

**NEPHTHYS**

**Goddess of rivers**

**BASTET**

**Cat Goddess – protects form evil**

**BES**

**God who protects the home, mothers and children**

**ANUBIS**

**God of the Dead and the afterlife**

**SERQET** Goddess of scorpions – guardian of children

**ANHUR** God of war

**HORUS** Falcon headed God of Kingship

**HATHOR** Goddess of music and dance

**NEITH** Goddess of hunting

**MAAT** Goddess of truth and law and order

**NEPIT** Goddess of harvest

**THOTH** Goddess of writing and scribes

## The Ancient Greek Myth of King Midas



According to Ancient Greek mythology, Midas was a King who ruled Phrygia in Asia Minor. He was a fortunate man who had everything a King could wish for. He lived with his beloved daughter in a luxurious palace, surrounded by a beautiful rose garden, of which Midas was very proud.

Even though he was very rich, Midas thought that his greatest happiness was provided by his gold. He would spend hours every day counting his coins and gazing at all his beautiful golden objects.

One day the great Dionysus, God of wine and revelry, passed through the Kingdom, along with his great friend and teacher, Silenus, the Satyr. Unbeknownst to Dionysus, Silenus took a diversion to look at the King's famous rose garden. He was tired and soon fell asleep, and so got left behind.

King Midas found the Satyr in the garden and recognized him instantly. He invited Silenus to spend a few days as his guest before accompanying him back to Dionysus. The God was very grateful to Midas for looking after his friend so well, and rewarded him by granting Midas a wish. Midas thought for a while then said, 'I wish for everything I touch to become gold.'

Dionysus warned Midas to think carefully about his wish, but Midas was adamant, and so it was granted, and the King returned home.

The next day when Midas woke up he was very excited to see if his wish had come true. Tentatively he reached out his hand and touched his bedside table. Immediately it turned into solid gold. Midas was delighted. He touched a chair, a vase, the door handle, and the same happened. Midas was overjoyed! He began to run around the palace touching everything he could, filling with happiness as he saw it all turn into gold.

Finally, exhausted, Midas ordered his servants to prepare a feast in celebration. While he was waiting, he picked up a rose from the vase on the table, to smell its lovely perfume. But by the time he had lifted it to his face, it had turned into solid gold. 'Ah well' he thought, 'I'll just have to smell them without touching them in future'. As the food began to arrive, he picked up a grape, but as he brought it to his mouth, it turned into gold. The same happened with the bread, the meat, the olives and the wine. Suddenly he began to feel a sense of fear spreading through him. How could he eat? Tears pricked his eyes. He jumped up from the table and ran out of the palace into the rose garden to think.

In the garden, the Princess was tending the roses. She looked up as her father came running down the path. His eyes were wild and there was a look of panic on his face. Alarmed, she ran towards him, 'What's happened?' she cried. As she approached, her father bellowed at her to stop, but it was too late and she threw her arms around him.

Immediately, she turned into solid gold.

The King's eyes filled with tears as he looked at the statue of his daughter in despair. Throwing his arms into the air, he beseeched Dionysus to take the curse from him.

Dionysus heard Midas's prayers and felt sorry for him. 'Go to the great river Pactolus, kneel on the river bank, plunge your hands as deep into the waters as you can, and wash them.'

Immediately Midas did as he was told, and as he washed his hands, he was amazed to see gold flowing from his fingers into the river.

When he arrived home, he was relieved to see that everything in the Palace had returned to normal. Midas hugged his daughter with great happiness and decided he would share his good fortune with his people. From then on he became a better person. He became kind and generous and grateful for all the good things in his life. His Kingdom prospered, and when he died, the people all mourned their beloved King.

### **Exercise 1**

- Read through the myth with the class
- As a group, decide on the six most important parts of the story
- Divide the class into groups of five or six.
- Assign one of the six important parts of the story to each group
- Each group uses their bodies to make a still picture depicting their part of the story
- They may be cast as inanimate objects, but everyone in the group must be included in the scene.
- Show each picture to the rest of the class in order
- Ask each group to make two more still pictures, depicting what happened directly before, and straight after their original one.

- Each group share their three pictures with the rest of the class in story order
- Using the still pictures as set points, ask each group to improvise the entire scene, linking all three pictures together.
- Share the scenes with the rest of the class

### **Extension Activity**

- Each participant writes an account of the whole Midas story from his character's point of view.
- Those playing inanimate objects can write as observers but must include their feelings about what happened.



## Cardboard Tube Rocket



### Materials



- Cardboard tube – the inside of a kitchen roll is ideal, or two smaller ones taped together
- Silver foil
- Coloured card
- Tissue paper
- Double sided sticky tape
- Sticky tape
- Scissors

## Method

1. Make four 5 cm cuts at even intervals around the base of the tube.



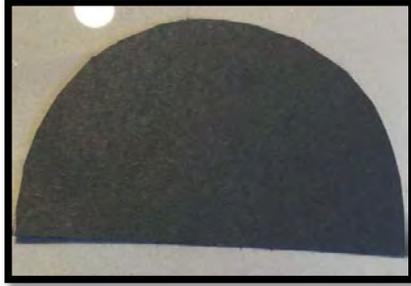
2. Cover the tube with the silver foil and secure with sticky tape.
3. Cut the foil to match up with the cuts on the tube
4. Cut four 5 cm high triangles out of the coloured card



5. Slide one triangle into each of the four cuts and secure with sticky tape



6. To make the cone, cut out a semi circular piece of card. The diameter needs to be at least 2 cm longer than the diameter of the tube.



7. Carefully bring the two ends of the semicircle together to make a cone and secure with sticky tape.



8. Attach the cone to the top of the rocket with double sided sticky tape

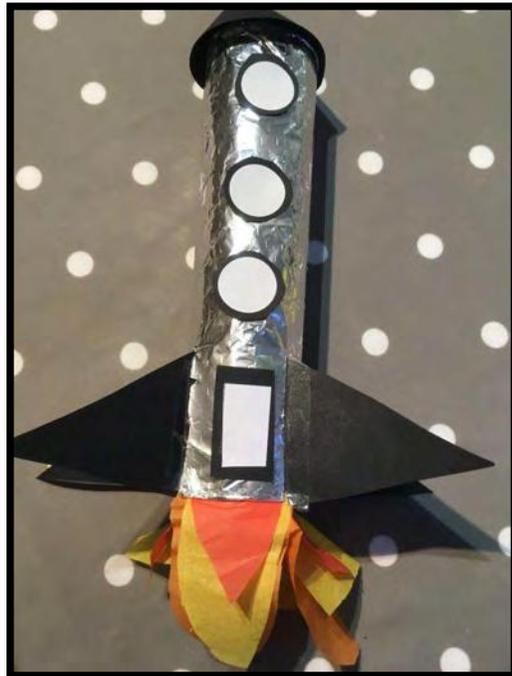


9. Cut the tissue paper to make flames



10. Attach the flames to the base of the rocket with sticky tape

11. Use the rest of the card to make windows etc to decorate the rocket



## Fantasy Homes



**Bumfresh Towers**, where Joe and his father live is an enormous mansion.

*'The house was so large it was visible from outer space. It took five minutes just to motor up the drive. Hundreds of newly-planted, hopeful little trees lined the mile-long gravel track. The house had seven kitchens, twelve sitting rooms, forty-seven bedrooms and eighty-nine bathrooms..... In the endless grounds were tennis courts, a boating lake, a helipad and even a 100m ski-slope complete with mountains of fake snow'.. Billionaire Boy, David Walliams.*

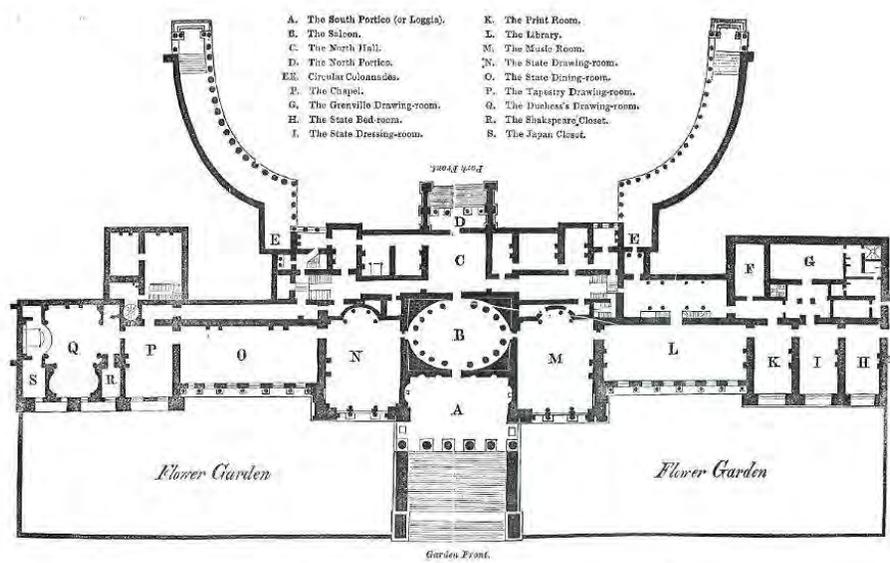
### Exercise

Look at these photographs of mansions from around the world:

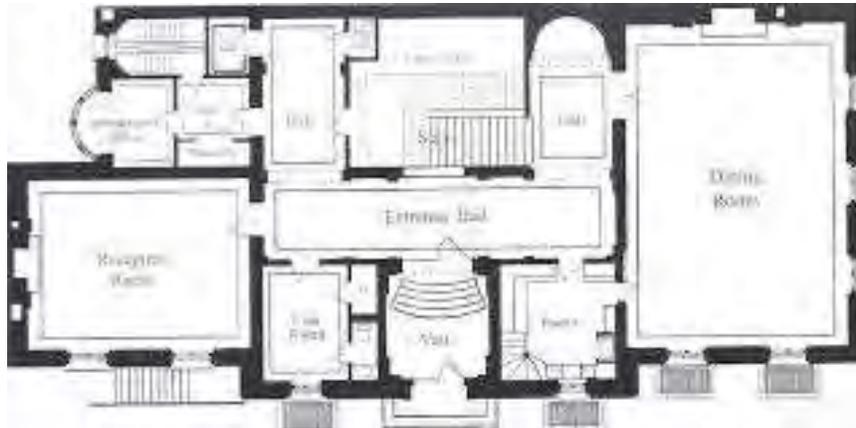




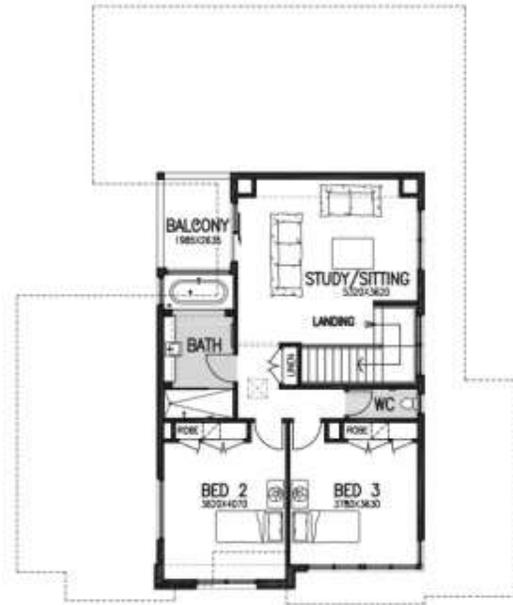
1. Ask the class to think about what sort of house they would live in if they had as much money as the Spuds. What would they want it to look like? – modern? old fashioned? Where would it be? In the country? In the city? What features would there be in the grounds?
2. Ask each student to imagine they are millionaires and they are commissioning an architect to design them their dream home. Money is no object. Give them one minute to write a list of words describing what it must look like and what would be in the grounds.
3. Everyone swaps lists with a partner. They now become architects and draw a rough picture of the front of the proposed house using some or all of the features on the list they have been given.
4. The drawings are given back to the millionaires for approval and any modifications can be made.
5. The next task is to think about the inside of the mansions.
6. Ask the students to look at some ground plans of real mansions then sketch out one of their proposed building:



GROUND PLAN OF THE MANSION AT STOWE.



GROUND FLOOR PLAN



FIRST FLOOR PLAN

© Designs are the property of Ron Englehart Pty. Ltd. Copyright. Action will be taken on any infringement.

7. Now they must think about the furniture and decoration.  
 Bumfresh towers is full of gold:  
*'All the taps, door handles and even toilet seats were solid gold.  
 The carpets were made of mink fur; he and his dad drank  
 orange squash from antique medieval goblets...'* Billionaire Boy – David  
 Williams



8. Tell the students to imagine they are sitting in their favourite room in their fantasy mansion. Ask them to imagine they are writing a letter to a friend overseas, describing in detail what the room looks like, what is in it and how it makes them feel.

### Extensions

#### People Furniture

1. Divide the class into groups of five or six.
2. Call out the name of a piece of furniture ( A bath or a TV work well)
3. Every group then has two minutes to create it using their bodies – everyone in the group must be included.
4. Look at each piece created and discuss its relative merits!
5. Try several different pieces.

## Estate Agents

1. Each group decides on one member who is going to take on the role of an Estate Agent trying to sell a millionaires mansion.
2. The 'Estate Agent' presents one room to the audience, describing the various luxurious pieces of furniture, which are made by the rest of the group.

## Proverbs

The Ancient Greeks myths were not only told as stories to entertain but to explain the world around them, and to teach life lessons.

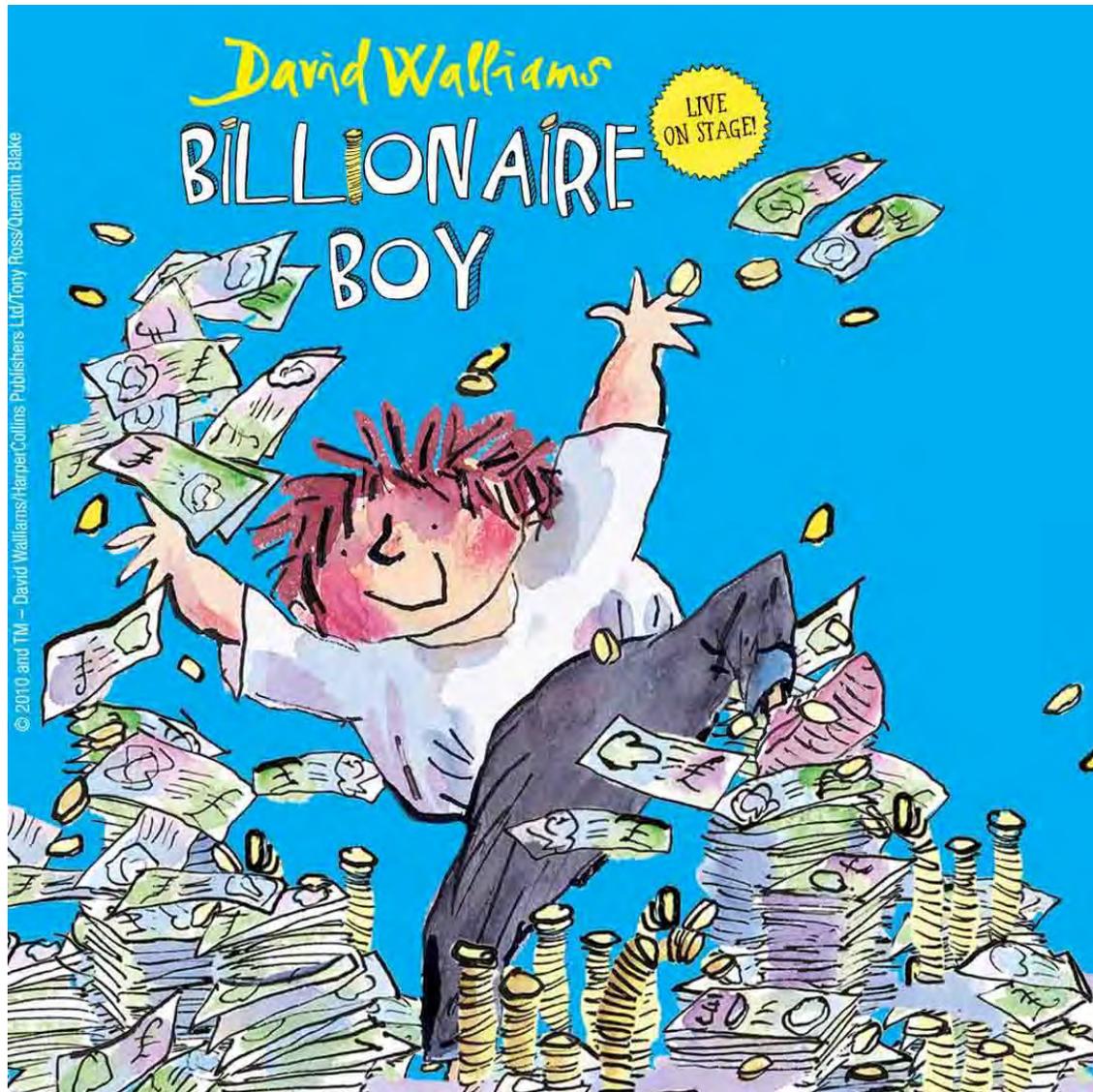
- Discuss how many of these categories the King Midas myth falls into
- As a 'life lesson' the myth teaches about the perils of avarice.
- 'Proverbs' – *well known sayings that give advice*- can be used in the same way.
- Below are some well – known proverbs from around the world that talk of gold:
  - **Real gold is not afraid of the melting pot** *(Chinese)*
  - **Though a cage be made of gold, it is still a cage** *(Mexican)*
  - **Not all that glitters is gold, not all that is sticky is tar** *(Lithuanian)*
  - **Gold is the Devil's fishhook** *(Italian)*
  - **The castle gates will always open for gold laden donkeys** *(Russian)*
  - **Gold's father is dirt, yet it regards itself as noble** *(Yiddish)*
  - **Don't put gold buttons on a torn coat** *(Albanian)*
  - **A golden ring doesn't cure a felon** *(Traditional)*

- **The miser does not own the gold, it is the gold that owns the miser** *(Chinese)*
- **Better to have a friend on the road than gold and silver in your purse** *(French)*
- **The Devil catches most souls in a golden net** *(German)*
- **Better an ounce of luck than a pound of gold** *(Yiddish)*

### Exercise

1. Discuss the meaning of each proverb and what it is trying to teach
2. Divide the class into small groups – give each group one proverb
3. Ask them to devise a short scene that illustrates what the proverb is trying to teach.
4. Share the scenarios with the rest of the class
5. Dividing the class into pairs ask them to come up with ideas for other proverbs to teach other life lessons.



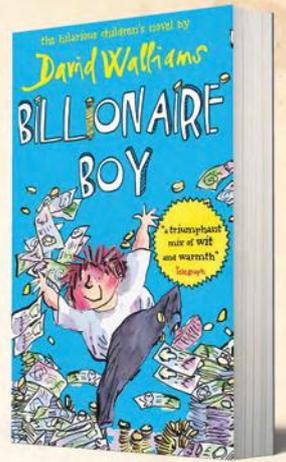


The following pages in this resource pack come from HarperCollins' website:

[worldofddavidwalliams.com](http://worldofddavidwalliams.com)

# David Walliams Billionaire Boy

“Well there is something I really want...”



'Have you ever wondered what it would be like to have a million pounds?

Or a billion?

How about a trillion?

Or even a gazillion?'

Well you can do just that.

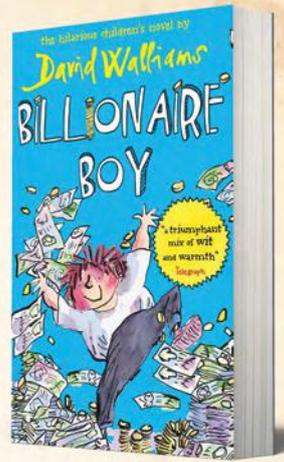
**Imagine that it is your 12th birthday, and you are a billionaire.**

**What would you put on your birthday present list?**

# David Walliams

## Billionaire Boy

Bumfresh



'There was now a huge range of Bumfresh products including:

HOTBUMFRESH – warms your bottom as you wipe.

LADYBUMFRESH – specially soft wipes for ladies bottoms.

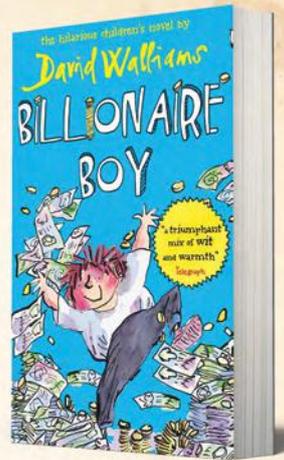
MINTYBUMFRESH – leaves your bottom with a cool, minty aroma.'

**What other Bumfresh products can you invent?**

# David Walliams

## Billionaire Boy

Bumfresh Towers



*'The house was so large it was visible from outer space. It took five minutes just to motor up the drive. Hundreds of newly-planted, hopeful little trees lined the mile-long gravel track. The house had seven kitchens, twelve sitting rooms, forty-seven bedrooms and eighty-nine bathrooms.*

*Even some of the bathrooms had en-suite bathrooms. And some of those en-suite bathrooms had en-en-suite bathrooms.*

*Despite living there for a few years, Joe had probably only ever explored around a quarter of the main house. In the endless grounds were tennis courts, a boating lake, a helipad and even a 100m ski-slope complete with mountains of fake snow. All the taps, door handles and even toilet seats were solid gold. The carpets were made from mink fur, he and his dad drank orange squash from priceless antique medieval goblets, and for a while they had a butler called Otis who was also an orang-utan. But he had to be given the sack.'*

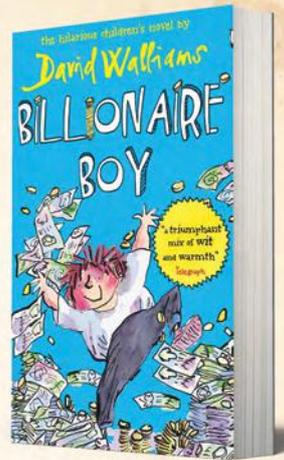
**Can you draw a picture of Bumfresh Towers? What do you think it looks like?**



# David Walliams

## Billionaire Boy

Roll after Roll



'...Mr Spud used to make birthday and Christmas presents for his son from the loo roll inner tubes. Mr Spud never had enough money to buy Joe all the latest toys, but would make him something like a loo-roll racing car, or a loo-roll fort complete with dozens of loo-roll soldiers. Most of them got broken and ended up in the bin. Joe did manage to save a sad looking little loo-roll space rocket, though he wasn't sure why...

"It's the best thing you ever gave me," said Joe.

Dad's eyes clouded over with tears. "But it's just a loo roll with a bit of another loo roll stuck to it," he spluttered.

"I know," said Joe. "But it was made with love. And it means more to me than all the expensive stuff you bought me."

**Design a loo roll present for someone you love.**

**Label all the materials you need.**

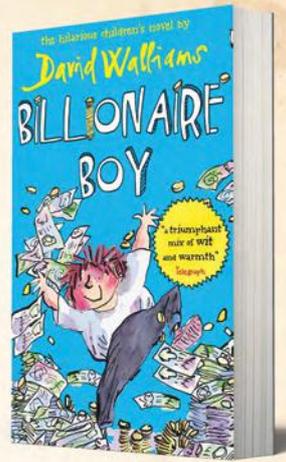
**Give your creation a name.**

**Can you make it?**

# David Walliams

## Billionaire Boy

"As I say, I am here to help."



"Can I have one of these?" said Bob, lifting up a giant bar of Cadbury's Dairy Milk to show Joe.

Joe laughed. "Of course you can!"

"An excellent choice, gentleman. I have those on special offer today. Buy ten get one free," said Raj.

"I think we just need one right now, Raj," said Bob.

"Buy five get half a one free?"

"No thanks," said Joe. "How much is it?"

"£3.20 please."

If there were a prize for silly special offers, then Raj would win!

Bob and Joe wanted to buy one bar of Chocolate for £3.20. If Raj had persuaded them to buy ten, just to get one free, how much would they have spent?

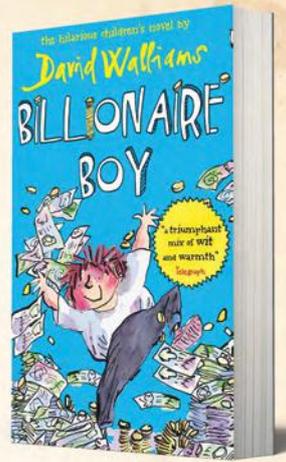
What about buying five to get half a bar of chocolate free?

Can you design a poster for Raj's shop, offering the silly special deal of the day?

# David Walliams

## Billionaire Boy

Bumfresh Boy



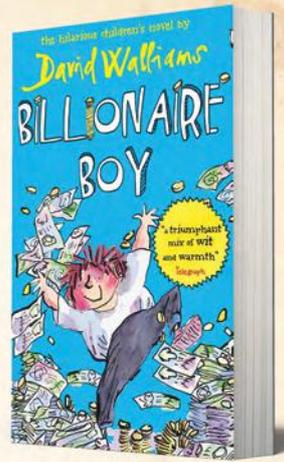
"...I don't care about your money. I just liked hanging out with you..."

Think about one of your friends. What makes them special?  
Why do you like hanging out with them?

# David Walliams

## Billionaire Boy

Mrs Trafe



### Monday

*Soup of the day - Wasp*  
*Gerbils on toast*

*Or*

*Hair lasagne (vegetarian option)*

*Or*

*Brick Cutlet*

*All served with deep-fried cardboard*

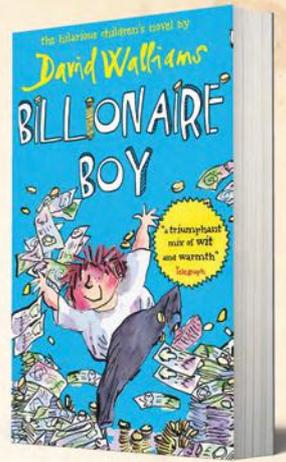
*Dessert - a slice of sweat cake*

**If you were Mrs Trafe, what would you serve on Tuesday?**

# David Walliams

## Billionaire Boy

### The Grubbs



"My dad always used to say the best way to beat bullies is to stand up to them. One day I will."

Bum Boy  
Bog Roll Kid  
Bottom Billionaire  
Master Plop Paper  
Bum Wipe Heir  
Bob Blob

Both Joe and Bob are picked on by bullies – calling them names, taking food from them or putting them in wheelie bins.

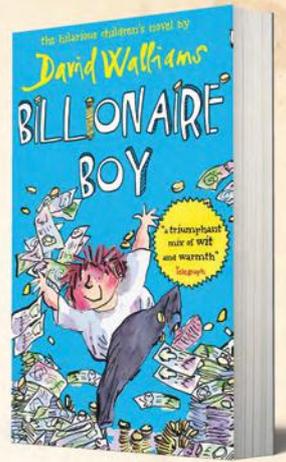
Joe thinks he can solve the problem by paying the Grubbs to leave Bob alone, but they're soon asking for more money and Bob isn't happy with the arrangement.

"You have to realise money can't solve everything, Joe. Maybe Bob would have stood up to the bullies himself, eventually. Money is not the answer!"

**In pairs, choose one of you to be Bob and one of you to be one of the Grubbs.**

**Can you role play the conversation that might take place between them?  
How can Bob stand up to the Grubbs?**

# David Walliams Billionaire Boy



“You better come quickly. Your dad is on the TV...”

*'BUMFRESH SCANDAL said the Times.*

*BILLIONAIRE SPUD FACING RUN ran the Telegraph*

*BUMFRESH IS HARMFUL TO BOTTOMS exclaimed the Express.*

*IS YOUR BOTTOM PURPLE? enquired the Guardian.*

*BUMFRESH PURPLE BOTTOM NIGHTMARE! Screamed the Mirror.*

*QUEEN HAS BABOON's BUM claimed the Mail.*

*BUM HORROR yelled the Daily Star.*

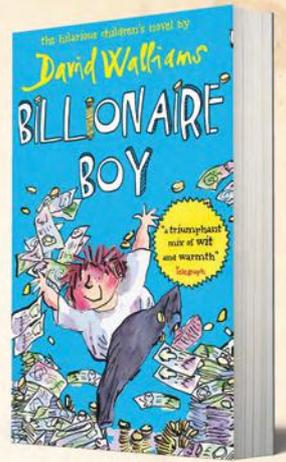
*POSH SPICE CHANGES HAIRSTYLE announced the Sun.'*

**Pick a headline and write the newspaper article that you think goes with the headline.**

# David Walliams

## Billionaire Boy

### Billionaire Boy Quiz



#### First prize – A billion...

1. How much did Joe pay Bob not to come last in the cross-country race?
2. What are the names of the Grubb twins?
3. What is the name of Joe's dad's helicopter?
4. What does Mrs Trafe spend the money on that Joe gives her for a hip operation?
5. What is Mr Spud's girlfriend called?
6. Which teacher gives Joe litter duty?
7. What does Joe give Bob as a present to say sorry?
8. What does Mr Dust swap his Zimmer frame for?
9. What was Lauren in an advert for?
10. What does Bob's mum cook for Joe and his dad?

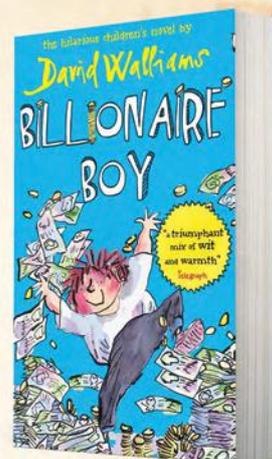
#### Answers:

1. £50
2. Dave and Sue
3. Bum Air
4. Plastic surgery
5. Sapphire Stone
6. Miss Spite
7. A Twix
8. A Harley Davidson Vortex 3000
9. Pot Noodle
10. Shepherds Pie

# David Walliams

## Billionaire Boy

Wordsearch



L	O	R	T	E	F	A	R	T	S	R	M	I	N	P
K	H	D	E	C	S	W	U	I	O	L	L	R	E	Y
D	E	H	L	O	P	L	Q	A	N	M	S	F	T	E
C	P	U	S	M	O	E	L	I	B	O	M	J	A	R
D	O	U	P	O	I	M	R	E	D	L	O	S	D	I
T	R	W	R	N	T	Y	L	O	P	E	D	Y	M	A
S	B	O	B	P	U	D	W	I	S	M	E	N	B	N
A	L	M	J	K	L	B	C	P	L	N	P	O	D	N
L	W	A	S	N	C	E	U	F	O	U	I	L	B	O
K	C	L	U	O	R	D	L	M	S	Z	W	B	E	I
M	D	F	H	R	E	R	I	O	F	P	U	G	F	L
S	X	C	F	G	E	H	U	J	L	R	P	I	R	L
D	I	V	B	U	N	N	H	S	G	T	E	L	P	I
A	W	S	D	E	R	W	E	D	F	O	L	S	M	B
Z	T	R	I	Y	F	S	O	P	E	K	I	D	H	E

JOE SPUD

TWIX

BILLIONAIRE

RAJMOBILE

GRUBB

LAUREN

BUMFRESH

PURPLE

BOB

LOO ROLL

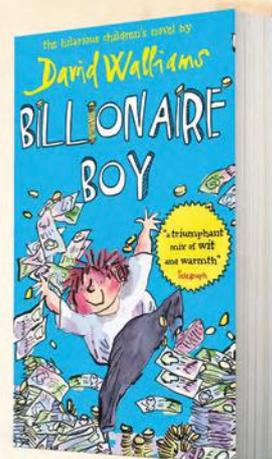
MRS TRAFE

MONEY

# David Walliams

## Billionaire Boy

Wordsearch



L	O	R	T	E	F	A	R	T	S	R	M	I	N	P
K	H	D	E	C	S	W	U	I	O	L	L	R	E	Y
D	E	H	L	O	P	L	Q	A	N	M	S	F	T	E
C	P	U	S	M	O	E	L	I	B	O	M	J	A	R
D	O	U	P	O	I	M	R	E	D	L	O	S	D	I
T	R	W	R	N	T	Y	L	O	P	E	D	Y	M	A
S	B	O	B	P	U	D	W	I	S	M	E	N	B	N
A	L	M	J	K	L	B	C	P	L	N	P	O	D	N
L	W	A	S	N	C	E	U	F	O	U	I	L	B	O
K	C	L	U	O	R	D	L	M	S	Z	W	B	E	I
M	D	F	H	R	E	R	I	O	F	P	U	G	F	L
S	X	C	F	G	E	H	U	J	L	R	P	I	R	L
D	I	V	B	U	N	N	H	S	G	T	E	L	P	I
A	W	S	D	E	R	W	E	D	F	O	L	S	M	B
Z	T	R	I	Y	F	S	O	P	E	K	I	D	H	E

JOE SPUD

TWIX

BILLIONAIRE

RAJMOBILE

GRUBB

LAUREN

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