

# Mr Stink

a play by **Maryam Master**

based on the book by

**David Walliams**



## Teacher Resource Kit

for children 6-12 years

**cdp**Kids

[cdp.com.au](http://cdp.com.au)

CDP Theatre Producers



# Mr Stink

The *Mr Stink* Teaching Resource accompanies CDP Kids heartwarming and hilarious performance of *Mr Stink*.

*Mr Stink* is a new stage adaptation of the 2009 children's novel by popular UK author David Walliams. The 2012 BBC adaptation of *Mr Stink* for screen was a runaway success and was nominated for a BAFTA award. Walliams is currently the fastest growing children's author in the UK.

Produced by **CDP Theatre Producers**

A play by: Maryam Master

Director: Jonathan Biggins

Set Designer: James Browne

Costume Designer: Lucy Scott

Lighting Designer: Nicholas Higgins

Original cast (in alphabetical order):

Huw Higginson

Madeleine Jones

Johnny Nasser

Hannah Waterman

Romy Watson

## **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 13-Storey Treehouse*, *The 26-Storey Treehouse*, *The 52-Storey Treehouse* and *Snugglypot and Cuddlepie* 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, the Middle East and Asia.

## **Digital resources**

CDP will be running digital workshops in 2017 to coincide with the productions national tour.

For more information or to register your interest please email [education@cdp.com.au](mailto:education@cdp.com.au)

# Mr Stink

## Introducing *Mr Stink*

*Mr Stink* was first published in 2009 and is David Walliam's second novel for children. It is illustrated by Sir Quentin Blake. This thought provoking and often hilarious story explores themes of social justice, homelessness, bullying, prejudice and family relationships.

Chloe Crumb is a lonely young girl with a fantastic talent for writing. She is constantly bullied at school by nasty girls bent on making her life a misery. Her mother, wrapped up in her relentless campaign to become the local member, makes it clear that Chloe is an embarrassment to her, and puts all her energy into Chloe's annoyingly perfect sister Annabelle. Chloe's Dad Mr Crumb is an ally, but is also afraid of the demanding and very posh Mrs Crumb.

Chloe's life takes a sharp u-turn when homeless man Mr Stink appears in town one day with his dog Duchess. He has been sitting on the bench ever since. His stink is so terrible that it drives everyone away coughing with watering eyes.

Chloe is desperately curious about Mr Stink and his story, but knows that her mother would be furious if she talked to him. Chloe finally plucks up the courage to talk to him, and finds him to be a kind and thoughtful person who clearly has an interesting past. Their friendship grows until one day Chloe, realising that Mr Stink needs a place to stay, decides to hide him in the garden shed. In her mission to hide her incredible secret from her family, Chloe learns more about her Dad's secret past. When Mr Stink is finally discovered Mrs Crumb is catapulted into the limelight by reporters who believe that she has kindly taken Mr Stink into her home to help to solve the issue of homelessness. She greedily takes advantage of this opportunity to promote herself as a candidate for the election. Everything unravels when Mr Stink reveals the truth on national TV, Chloe is the big hearted and kind girl that has taken him in. Mrs Crumb is dumped as candidate and the Prime Minister rudely demands that Mr Stink takes her place. In the chaos that follows Mr Stink tells Mrs Crumb a few home truths about Chloe's sadness at her family life. Mrs Crumb, realising that she has made a terrible mistake, finally apologises to her family, and the foursome are reunited on a happy Christmas Day. They invite Mr Stink to be part of their family, but he chooses to wander on into the world.



# Mr Stink

## 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, and he is currently the fastest growing children's author in the UK. His eight 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. Both *Mr Stink* and *Gangsta Granny* have been adapted for television.

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





## Bringing Mr Stink to the stage – The Workshop Process

CDP have commissioned the first Australian production for stage of Mr Stink. The process of bringing a children's novel to stage is a complex and extended creative process.

The creative process for Mr Stink has been as follows

- In 2013 the CDP team read and fell in love with David Walliams' "Mr Stink" 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's agent.
- A director was appointed. He worked with the producers at CDP to appoint the other creatives including set and costume designers, a sound designer and a lighting designer.
- The playwright met with David Walliams to discuss adapting the show, then wrote a first draft.
- The director and producer worked with the playwright to make changes, and a new draft was written.
- The creative team and a cast of four 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 designers created final plans for the show.
- Sets and costumes were built and made, and a soundtrack and lighting plans created.
- The show rehearsed for three weeks in preparation for the opening at Sydney Opera House in 2016.
- The show tours Australia in 2017.



# Mr Stink

## 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?
- *Mr Stink* is performed by a team of five actors. A physical storytelling style, strong character acting, stage effects, a well-designed set 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 visible the invisible, such as Mr Stink's terrible smell.
- Familiarise children with the work of David Walliams and Quentin Blake in the lead up to the performance. There are many suggestions for how to use the novel *Mr Stink* as a learning resource in the following pages.

## Links to the Australian Curriculum

A wide range of learning activities from all curriculum areas are described in this resource. Links to the Australian Curriculum 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](http://www.australiancurriculum.edu.au).

## Suggested Age Guidelines

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

- Mr Stink examines the issue of homelessness. Explore other children's fiction that deals with homelessness, such as *The Can Man* by Laura E. Williams, *The Lady in the Box* by Anne McGovern or *December* by Eve Bunting. 6-12 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

*Mr Stink* 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 texts 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 *Mr Stink*. Walliams' use of dialogue, interactions between characters, Chloe's thoughts and Quentin Blake's engaging illustrations introduce us to a quirky and captivating group of individuals. The actors bring these storytelling archetypes to life – the shy lonely girl with a heart of gold and a brilliant talent for writing, the aristocratic tramp with an amazing secret life, the snobby mother driven by her ambition, the downtrodden dad with a secret passion for rock and roll, the all-too-perfect sister, the Bollywood dancing corner store keeper, and the mean girls from school.

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*
- Chloe, Mr Crumb and Mr Stink are complex characters that slowly reveal more about themselves as the story unfolds. Compare illustrations of the same characters from different stages in the story and consider how these depictions change as we learn more about each character. Make a diagram showing the different layers of one of these characters – Mr Stink's first layer is of a smelly tramp, his second layer reveals someone with a great sense of humour, a taste for literature, and particular tastes in food, and the third layer a wise and brave friend who stands up against injustice and brings a family back together. *8-12 years*
- Take digital photos of children representing each character and key scenes of the story. *8-12 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 and a 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*



# Mr Stink

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

- What if Chloe was a boy and Mr Stink was a woman? How could this change their first meeting? What would happen if the Crumb family lived on a big farm? Or a tiny apartment? Where would Mr Stink hide? Where would Dad hide? What if Mr Stink was Mr Mess or Mr Clumsy? Or Mr Handsome? Would this change the way people perceived him? *7-12 years*

David Walliams is an incredibly successful comedian, TV actor, comic writer, dramatic 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 Walliam's 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 *Mr Stink* 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*.
- 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*



# Mr Stink

**Learn a love of literature** using *Mr Stink* as a starting point.

- Mr Stink examines the issue of homelessness. Explore other children's fiction that deals with homelessness, such as *The Can Man* by Laura E. Williams, *The Lady in the Box* by Anne McGovern or *December* by Eve Bunting. 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 Road Dahl. Compare and contrast the books of Roald Dahl and Walliams. 8-12 years.

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

- The characters in *Mr Stink* are developed through their idiosyncratic and very funny dialogue. The characters in the novel almost leap off the page when they speak – from Mr Stink's surprisingly elegant but often quirky language, "Such unimaginable kindness", "It sounds top banana!", to the faux posh Mrs Crumb, "If anyone called around and saw us eating food like this it would be hideously embarrassing. They'd think we were savages!" Choose a character from Mr Stink 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 *Mr Stink* use words and phrases from a range of dialects of English. Raj's Indian English, Mr Crumb's aristocratic choice of words, Mr Crumb's suburban English, Mrs Crumb's posh English. Explore dialects and accents through the characters in the book. Choose dialogue from the book that demonstrates the differences in the way 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.

*Mr Stink* is gloriously illustrated by Sir Quentin Blake. **Create new visual artworks** informed and inspired by the artworks of Quentin Blake.

- The illustrations in Mr Stink 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
- Quentin Blake is a prolific illustrator who has illustrated a huge range of children's books. Enjoy and explore books such as *Mr Magnolia*, *The Twits*, *Zagazoo* and *The Enormous*



# Mr Stink

*Crocodile.* 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.

- Illustrators must plan and prepare to make successful final drawings that tell the story. Visit the “How I Draw” section of the official Quentin Blake website at <http://www.quentinblake.com>. Read the written description and watch the videos showing Quentin’s techniques for working from an idea through to a final drawing. Experiment with using a lightbox like Quentin to work on a second layer of a drawing with a rough guide underneath. 8-12 years
- Explore the use of ink on watercolour paper. Draw lines, dots, patterns and shapes to create a mood and use it as a background for a collage. 6-12 years
- Quentin Blake’s use of line to create hilarious facial expressions is central to the storytelling powers of his pictures. Choose three pictures of a central character such as Chloe. Describe how the lines and shapes in their face reveals their emotions in the scene. Draw your own faces using lines to show their feelings. 6-12 years.

Storytelling is a central theme in *Mr Stink*. The characters both hide and reveal the stories of their lives, Chloe escapes by writing imaginative stories, Mr Stink and Mr Crumb both hide the stories of their past and reveal them slowly as the story unfolds. **What makes a good story? Explore different ways to tell a story.**

- Chloe imagines many stories of Mr Stink’s past and how he became a tramp. Maybe he was a heroic old sailor, the captain of the English team, or a Russian secret agent? Create a new story for Mr Stink’s past life. Pretend you are Mr Stink and present your story to the class in character. 8-12 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 teasing of the mean girls, shy Chloe, imperious Mrs Crumb, gloating and whinging Annabelle. 7-12 years
- Look at some of the photos of the Belongings collection from the Colchester and Ipswich Museum Out in the Open project at <http://www.cimuseums.org.uk/article/11078/Belongings>. People who had experienced homelessness chose one item that represented something important about their life. Consider these people’s stories. Choose one item that tells a story about you or someone important to you. Take a photo or draw a picture to tell this story. 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
- Interview a member of your family to learn about their past. Did you learn anything unexpected or unusual? Write and illustrate their story as a comic strip. 8-12 years



# Mr Stink

**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

*Mr Stern: Who on earth is he?*

*Narrator: enquired Mr Stern as Mr Stink trudged around in his filthy striped pyjamas to the backdoor. There was silence for a moment. Mother's eyes bulged out of their sockets and Annabelle looked like she was about to shriek or vomit or both.*

*Chloe: Oh he's the tramp that lives in our shed*

*Narrator: said Chloe.*

*Mother: The tramp that lives in our shed?!*

*Narrator: Repeated Mother incredulously. She looked at her husband with black fire in her eyes. He gulped.*

Explore the different sounds of the character's voices – Chloe's quiet and kind voice, Mother's imperious tones, Mr Stink's faded aristocracy. 7-12 years

*Mr Stink* is a narrative that tells the story of Chloe and Mr Stink's friendship, Chloe's decision to help Mr Stink and the impact her big secret has on her family. **Explore how narratives are structured.**

- Draw or unjumble a story map of *Mr Stink*. Structure your story map by identifying key moments in the relationships between Mr Stink and Chloe, their first meeting, when Mr Stink stands up for Chloe, when Chloe decides to hide him in the shed. 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



## Australian Curriculum Content Codes

English	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literature – Creating literature	ACELT1580	ACELT1586	ACELT1593	ACELT1791	ACELT1607	ACELT1612 ACELT1798	ACELT1618
Literature - Responding to literature	ACELT1783	ACELT1583			ACELT1603	ACELT1609	ACELT1614
Literature - Examining Literature							ACELT1616
Literature – Literature and context					ACELT1602		
Literacy - Interpreting, analysing, evaluating.				ACELY1679		ACELY1703	
Literacy – Interacting with others		ACELY1657	ACELY1667	ACELY1677	ACELY1689	ACELY1700	ACELY1710
Literacy – Texts in Context					ACELY1686		
Language - Text structure and organisation.			ACELA1463.				
Language – Language variation and change					ACELA1487	ACELA1500	ACELA1515
<b>The Arts</b>							
Drama	ACADRM028			ACADRM032		ACADRM036	
Visual Arts	ACAVAM107			ACAVAM111		ACAVAM115	

## Social and Emotional Learning Through the Arts

*Mr Stink* explores the central role of friendship and family relationships to personal identity and wellbeing. It celebrates the personal traits of kindness, creativity, courage, and integrity. It explores the issues of bullying, prejudice and social justice. It examines how people are perceived, judged and treated according to their appearance or status in life. Chloe's experiences speak of the importance of finding a voice, and how self esteem can be built up or torn down through everyday interactions with friends, peers and family. The issue of homelessness is central to the story.

### Examine each of these themes.

- Chloe is a very kind girl who takes an enormous risk to help another person. 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?



# Mr Stink

- Chloe's creativity and imagination provide her with an escape, and an outlet for her thoughts and feelings when times are tough. She shares her story with Mr Stink, bringing him great pleasure. Are you a creative person? What do you like creating? Do you share your creations with others? How does being creative help you? How can it help others? Are there times when it is not good to be creative? Does your family encourage your creativity? Does our society celebrate or stifle creativity?
- Chloe and Mr Stink take personal risks in order to help each, demonstrating their courage and integrity. Have you ever taken a risk to stand up for something or someone you believe in? How does it feel to stand up for something or someone? What do you believe in? What does it feel like when others don't agree with you? Can you think of any public figures with integrity?
- Chloe is bullied by girls from school and her mother. 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?
- Mr Stink experiences prejudice on a daily basis. What is prejudice? Do you, your friends or family experience prejudice? Do people in your community experience prejudice? Are you prejudiced against anyone or group of people? How does it feel when someone is prejudiced against you? How can you act out against prejudice?
- Chloe and Raj are voices for social justice. They believe Mr Stink deserves to be treated as a human being with thoughts, feelings and needs. Have you ever acted to make sure someone gets a fair go? What are the issues of social justice you feel strongly about? What are the social justice issues in your community or school? What are the actions people take to ensure there is social justice?
- Both Chloe and Mr Stink are treated poorly by others because of their appearance. Have you ever been unfairly judged? Have you ever judged someone by your first impression? Is it fair to treat others poorly or better based on their appearance?
- Mr Stink helps Chloe to find her identity as a kind, courageous and creative girl who is loved by her family. What is identity? How do you express or hide your identity? What is self esteem? What kinds of things build up self esteem? How can you help others develop their self esteem?
- Mr Stink does not have a house to live in. Do you know anyone who has been or is currently homeless? Are there homeless people in your community? What would it be like to be homeless? Are homeless people treated fairly in your community?



# Mr Stink

*Mr Stink* also examines some common childhood emotions and emotional experiences. Chloe is lonely at school and at home, and jealous of her sister Annabelle. Mr Stink is sad that he has lost his family. Mr Crumb is scared of Mrs Crumb in case she is angry with him for losing his job. Chloe is angry at her mother for ruining her story. **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?
- Have you ever felt jealous? What can you do if you feel jealous?
- 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 Australian Curriculum General Capabilities Achievement Standards for Foundation, Year 2 and Year 4 and Year 6.

## Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate *Mr Stink* 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 much trouble Chloe can get into for hiding Mr Stink in the shed on page 109. Make your own graph representing other aspects of the story. Compare smells - the stink of the pond, Duchess the dog, the cooked sausages, Mr Stink. Compare the 'poshness' of the main characters. *8-10 years*
- The story is set just before Christmas. Make your own calendar of the month of December and map out events as they occur in the story. *7-10 years*
- Make a map of Chloe's neighbourhood. Include Raj's shop, the Crumb's house and shed, Mr Stink's bench. *6-10 years*
- Create a timeline that represents the events in Mr Stink, 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*
- Raj's shop in the novel accepts British currency of pounds and pence. Investigate different currencies and compare them to Australian currency. *6-10 years*



# Mr Stink

- Annabelle has a punishing timetable of activities. Make a timetable representing a day in Annabelle's life. Does she have time to sleep? Make a timetable representing a day in your life. 6-9 years

Mathematics	Foundation	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	ACMMG062	ACMMG086		
Measurement and Geometry – Location and Transformation			ACMMG044	ACMMG065			
Number and Algebra – Money and Financial Mathematics			ACMNA034	ACMNA059	ACMNA080		ACMNA132

## Science

- Explore the science of smells. How are smells created? How do our noses work to smell things? 6-10 years
- Do some smelly science experiments. Combine substances to make smelly gases. Leave some small pieces of different types of foods out of the fridge and see if they develop a different smell. 8-12 years
- Test your sense of smell. Smell a variety of things blindfolded and see if you can recognise and name the smell. 6-12 years
- Mr Stink does not have many belongings or much money to buy food or clothes. What do human beings need to live? 7-11 years
- Duchess the dog lives with Mr Stink and shares everything with him. What do dogs like Duchess need to live and be healthy? 7-11 years
- Mr Stink looks at the night sky and the stars to remember his lost family, and his new friend Chloe. Learn about stars and planets. Choose a special star to map over a week. 7-10 years
- The novel *Mr Stink* is set in the United Kingdom. The United Kingdom has a very cold climate. People without homes have to contend with the weather including rain, snow, hail, storms, wind and blazing sun. Consider the climate in your neighbourhood. Would it be safe for someone to live without shelter? What times of year would be the most difficult? 6-10 years



# Mr Stink

Science	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science Understanding – Biological Sciences	ACSSU002	ACSSU017 ACSSU211			ACSSU073	ACSSU043	ACSSU094
Science Understanding – Earth and Space Sciences	ACSSU004					ACSSU078	
Science Inquiry Skills – Planning and Conducting	ACSIS011		ACSIS038		ACSIS065		

## Humanities and Social Sciences

- Mrs Crumb is determined to become the local Member of Parliament. Investigate the parliamentary system in Australia and the role of the local MP. Mrs Crumb has a very distinct list of policies. What are policies? What are the key policies of your local MP? What would your policies be if you stood for parliament? Make a campaign poster or pamphlet promoting your policies. *9-12 years*
- Mr Stink does not have a home as we understand a home to be in mainstream Australian culture. What is a home? What different types of homes do families have in your neighbourhood? In Australia? In other countries? Does a home have to have four walls? How have homes changed over time? *7-11 years*
- Mrs Crumb likes to think she is better than other people in her community. Mr Stink was an English lord before he chose to become a tramp. 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*
- Mr Stink is a homeless person. Explore the issue of homelessness in Australia or your local community. How many people are homeless? How do people become homeless? What services are available to homeless people in your community? What would it be like to be homeless? Have there always been homeless people? Investigate the thought provoking stories, artworks and materials of the *Colchester and Ipswich Museum Out in the Open* project at <http://www.cimuseums.org.uk/article/11078/Belongings>. *8-12 years*



# Mr Stink

History	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Skills /Historical questions and research.	ACHHS017			ACHHS215	ACHHS083		
Historical Skills - Perspectives and interpretations						ACHHS104	
Historical Skills – Analysis and Use of Sources						ACHHS102	
Geography							
Geographical Knowledge and Understanding		ACHGK005		ACHGK019			
Geographical Inquiry and Skills / Observing, questioning and planning		ACHGS007			ACHGS026		
Civics and Citizenship							
Civics and Citizenship Knowledge and Understanding – Government and Democracy					ACHCK011	ACHCK023 ACHCK024	
Civics and Citizenship Skills – Questioning and Research				ACHCS004	ACHCS015	ACHCS028	ACHCS040

## 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 Chloe and Mr Stink. *7-10 years*
- Mime the emotions, play them on an instrument, move like Chloe or Mr Stink when they experience these feelings. *6-10 years*
- Mr Stink does not wash very often at all. He smells terrible! Why is it important to stay clean? What can you do to stay clean and healthy? *6-9 years*
- Chloe loves to eat lollies, chocolates, sausages, pies and chips. Are these healthy food choices? What could Chloe replace these foods with to have a healthier diet? *6-10 years*



# Mr Stink

- Choreograph a dance for Chloe's family to perform at Christmas time when Mr Crumb pulls out his rock and roll guitar. Perform it for your friends. *6-12 years*
- There is a strong focus on family dynamics and the roles, expectations and experiences of different people in a family in Mr Stink. Who is in your family? What roles do your family members each play? Is there a peacemaker, or a boss? How does your family express love and care for one another? *6-12 years*
- Lots of the characters in Mr Stink have secrets. What are safe secrets? What are unsafe secrets? What is the impact of keeping secrets from your family and friends? *7-12 years*

Health and Physical Education	Foundation	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	ACPPS005	ACPPS020	ACPPS038	ACPPS056
Personal, Social and Community Health – Being Healthy, Safe and Active	ACPPS003		ACPPS035	
Movement and Physical Activity / Moving our body.	ACPMP008.	ACPMP026	ACPMP044	ACPMP062

## Information and Communications Technology

- Watch a student made animation of characters from Mr Stink at <https://www.youtube.com/watch?v=wzsFVLitYIk>. Can you make your own animation? What are some effects that can be achieved through animation that might be hard to achieve in live theatre? *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* and the *Quentin Blake* official websites on the Internet. *6-12 years*
- Email your creations to CDP Theatre Producers. *6-12 years*



## Design and Technology

- Design a special shed for Mr Stink to live in. What does he need to live? What special features can you add to make him more comfortable? How can you make the Duchess comfortable? 7-10 years
- Plan menus for the different characters in Mr Stink. Basic bangers and mash for Mr Crumb and Chloe. Sausages and shortbread for Mr Stink. Organic chicken breast fillets with herbs and quinoa for Mrs Crumb. Cook a meal that caters for the characters 8-12 years
- The Duchess is represented by a soft toy in the production. Design and make your own Duchess for the play Mr Stink. 9-12 years
- Design and make some clothes that look stinky. How can you make something look like it smells? 9-12 years
- Design a coat or other item of clothing that can double as a shelter for the wearer. 9-12 years

Technologies	Foundation – Year 2	Year 3 and Year 4	Year 5 and Year 6
Digital Technologies and Understanding	ACTDIK001	ACTDIK007	
Digital Technologies Processes and Production Skills			ACTDIP022
Design and Technologies Knowledge and Understanding		ACTDEK012	
Design and Technologies Processes and Production Skills	ACTDEP006 ACTDEP007	ACTDEP016	ACTDEP028

## Differentiating Mr Stink Activities for Students with Special Needs

Students with special needs can be fully involved in enjoying and learning with the *Mr Stink* 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.

*Mr Stink* is a humorous story with appealing characters 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.



# Mr Stink

## 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 Mr Stink. 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 shed home for Mr Stink and Duchess using the existing vocabulary banks and images in the Proloquo2Go communication app.*
- \* Work with physical strengths to promote participation in movement activities. *Choreograph the Crumb family rock and roll dance 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 Quentin Blake. 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 Chloe and Mr Stink's growing 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 Mr Stink and Chloe 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.



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- \* Provide clear step by step written instructions and examples for student activities. *Create a wonderful coat that turns into a shelter 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 homelessness 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 family dynamics 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 7 when Chloe sneaks Mr Stink into the shed. Use visual images to aid understanding of the events unfolding. Use pictures of each of the characters to reinforce the secret nature of the operation. Tick the characters who are aware of Mr Stink's new home, cross out those who are not. Visually map out Chloe and Mr Stink's emotions in this chapter. Role play the scene as a mime.*
- \* Use physical and visual supports. *Literally build Mr Stink. 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 food wrappers.*



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- \* 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 or plasticine models, song, musical improvisation. *Make a plasticine 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 will 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. *Make and share a rich smell bank of a wide range of fragrances to share with students. Sample the sausages, chocolates, smoked salmon, scrambled eggs mentioned in the story. Choose and share a fabric or other textured object or material associated with each character, woolly Duchess, a balloon tummy for jolly round Raj, a crumpled old corduroy coat for Mr Stink, some rough drawing paper for Chloe.*
- \* Provide opportunities to make choices and indicate preferences. *Work with a partner to design your perfect shed home for Mr Stink and Duchess. Use eye gaze, sign or vocal sounds to choose between real objects or images. Should the shed have windows? How many? What colour will we make the walls? What will we make the bed out of? Where will Mr Stink sit?*
- \* Use real life experiences in the environment and community for learning. *Visit a busy discount or candy store, a park bench, a dining table, a garden shed, a TV studio. Visit and sit in a busy sidewalk or pedestrian mall in your area. Sit for a while like Mr Stink. Smell, feel, hear, see what it's like to live on a busy street with people rushing by.*



## Resources

The Australian Curriculum Online

[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

The Institute for Humane Education has a great list of books for children dealing with the issue of homelessness.

<http://humaneeducation.org/blog/2013/11/11/14-childrens-picture-books-homelessness/>

The official Quentin Blake website has fantastic galleries of Blake's works, and goes into detail about the planning and production of his illustrations.

<http://www.quentinblake.com>

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](http://www.auslan.org.au)

The Colchester and Ipswich Museums website features an informative and thought provoking collection called *Out In the Open*, exploring the lives of people who have experienced homelessness through photography, textiles and stories.

<http://www.cimuseums.org.uk/article/11078/Belongings>.

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/>

# Mr Stink

## Acknowledgements

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

*The World of David Walliams* website.

*Mr Stink* by David Walliams

*The Official Quentin Blake* website

*Mr Stink Resource Pack* by Rachel Tyson for KW & NB Limited

*Harper Collins* website

*Primary Facts* website

*imdB* website

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