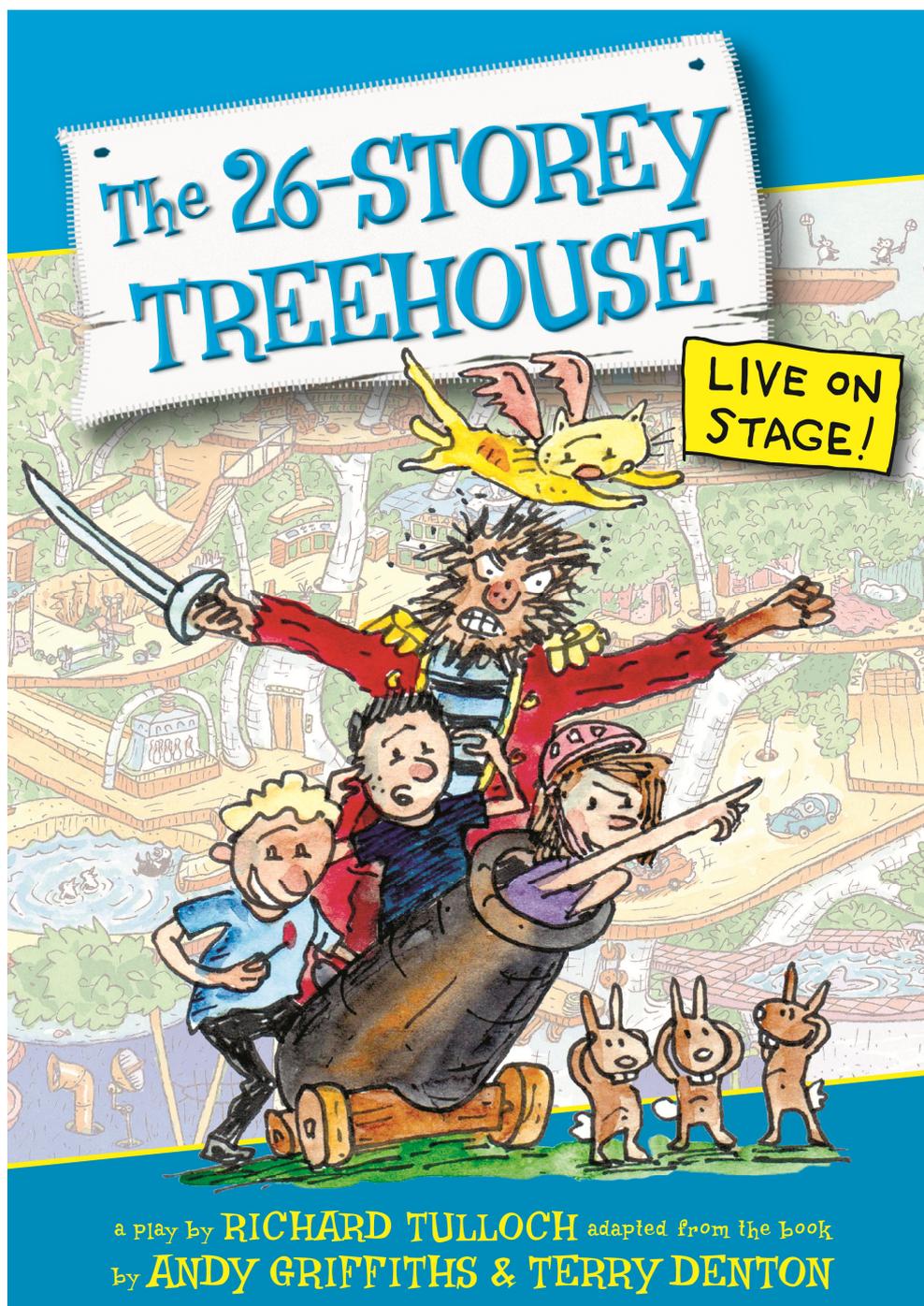


The 26-Storey Treehouse
Teacher's Notes & Student Activity
Booklet



a play by **RICHARD TULLOCH** adapted from the book
by **ANDY GRIFFITHS & TERRY DENTON**

CDP proudly presents



**a play by Richard Tulloch
adapted from the book by Andy Griffiths & Terry
Denton**

**Artistic Director: Julian Louis
Director: Liesel Badorrek
Set / Costume Designer: Mark Thompson
Lighting / AV Designer: Nicholas Higgins
Sound Designer: Ross Johnston
Choreographer: Katie Kermond**

Original cast (in alphabetical order):

Andrew Johnston

James Lee

Matthew Lilley

Eliza Logan

This resource was compiled by Andy Griffiths and Jill Griffiths.

The Curriculum Outcomes and Including Students with Special Needs sections of this resource were compiled by Catherine Threlfall (BMus, BTeach, MEd)

Introducing *The 26-Storey Treehouse*

The 26-Storey Treehouse is a children's illustrated novel by Andy Griffiths and Terry Denton, first published by Pan Macmillan Australia in 2012. It is the second book in the Treehouse series, following on from *The 13-Storey Treehouse* (2011) and preceding *The 39-Storey Treehouse* (2013) and *The 52-Storey Treehouse* (2014).

The story

Andy and Terry have added 13 more storeys to their amazing treehouse and it now includes a dodgem car rink, a skate ramp (with crocodile-pit hazard), an anti-gravity chamber, an ice-skating pond, a recording studio, a 78-flavour ice-cream parlour run by a robot called Edward Scooperhands, and the Maze of Doom—a maze so complicated that nobody who has gone in has ever come out again.

Andy and Terry are a writer-illustrator team who are working on their latest book, one which tells the story of how Andy and Terry met. This surprisingly convoluted tale involves daring escapes from burning high-rise apartments, danger on the high seas, capture by the most evil pirate in the world (Captain Woodenhead), and a disgusting exploding fish, the feared creature of the deep—Gorgonzola.

Meet the author & illustrator

Andy Griffiths is one of Australia's most popular children's authors. He has written 25 books, including nonsense verse, short stories, comic novels and plays. Over the last 15 years Andy's books have been *New York Times* bestsellers, won more than 50 children's choice awards, been adapted as a television cartoon series and sold more than 5 million copies worldwide.

Terry Denton has been writing and illustrating children's books for 30 years. He is best known for his *Gasp!* books and TV series, the Wombat and Fox stories and his 20 books in collaboration with Andy Griffiths. He won the Australian CBC Picture Book of the Year Award in 1986 and has since been short-listed for many awards both in Australia and internationally. Terry's books have won more than 40 children's choice awards throughout Australia.

Books Andy and Terry have produced together include the **Just!** series, **The Bad Book** and **The Very Bad Book**, the ridiculous 'non-fiction' guide books **What Bumosaur is That?** and **What Body Part is That?** and the early readers **The Cat on the Mat is Flat** and **The Big Fat Cow That Goes Kapow!**

The adaptation

Award-winning playwright and author **Richard Tulloch** (*The Book of Everything*, *Bananas in Pyjamas*) has done a wonderful job adapting *The 26-Storey Treehouse* and bringing the lunacy and mayhem of the book to the stage.

In the book *The 26-Storey Treehouse* Andy tells the story of how he and Terry met, which involves them both being lost at sea and captured by an evil pirate (Captain Woodenhead). Jill then tells her story to explain how she too came to be on board the evil captain's ship. In the play, Andy, Terry and Jill are trying to tell this story but it becomes increasingly clear that the actor hired to play the part of the terrifying Captain Woodenhead is, in fact, the *actual* Captain Woodenhead!

Meet the playwright

Richard Tulloch is one of Australia's most popular writers of books, plays, film and television for young audiences. His television series, which include 150 episodes of the phenomenal *Bananas in Pyjamas*, have reached an audience of hundreds of millions around the world. In 1998 he won his third Australian Writers' Guild AWGIE award for his play *Body and Soul*, and was also nominated in America for the prestigious Hollywood 'Annie' award for his screenplay for the animated feature film *Fern Gully II: The Magical Rescue*.

Of his 40 children's books, *Danny in the Toybox*, *Being Bad for the Babysitter*, *Cocky Colin* and the *Barry the Burglar* series were nominated by children for KOALA awards as their all-time favourite books. His most recent titles, *Weird Stuff*, *Freaky Stuff*, and *Awesome Stuff*, have been very popular.

The 26-Storey Treehouse-based activities for you to try

- 1 Plan your own TREEHOUSE**
- 2 Write a Top 5 Dumb Things LIST**
- 3 Be the star of your own FAIRY TALE**
- 4 Design your own item of ultra-safe CLOTHING**
- 5 Invent 13 ICE-CREAM FLAVOURS**
- 6 Draw an EXPLOSION**
- 7 Write a POEM**
- 8 Stretch the TRUTH**
- 9 Create a PIRATE**
- 10 Solve a WORDSEARCH**
- 11 Find your way out of the MAZE**
- 12 Write a list of treehouse RULES**
- 13 Create some WARNING SIGNS**

1 Plan your own TREEHOUSE

Andy and Terry have added 13 more storeys to their amazing treehouse so that it now has 26 storeys, including a dodgem car rink, an ice-skating pond, a 78-flavour ice-cream parlour run by a robot called Edward Scooperhands, and the Maze of Doom—a maze so complicated that nobody who has gone in has ever come out again.



Now it's your turn

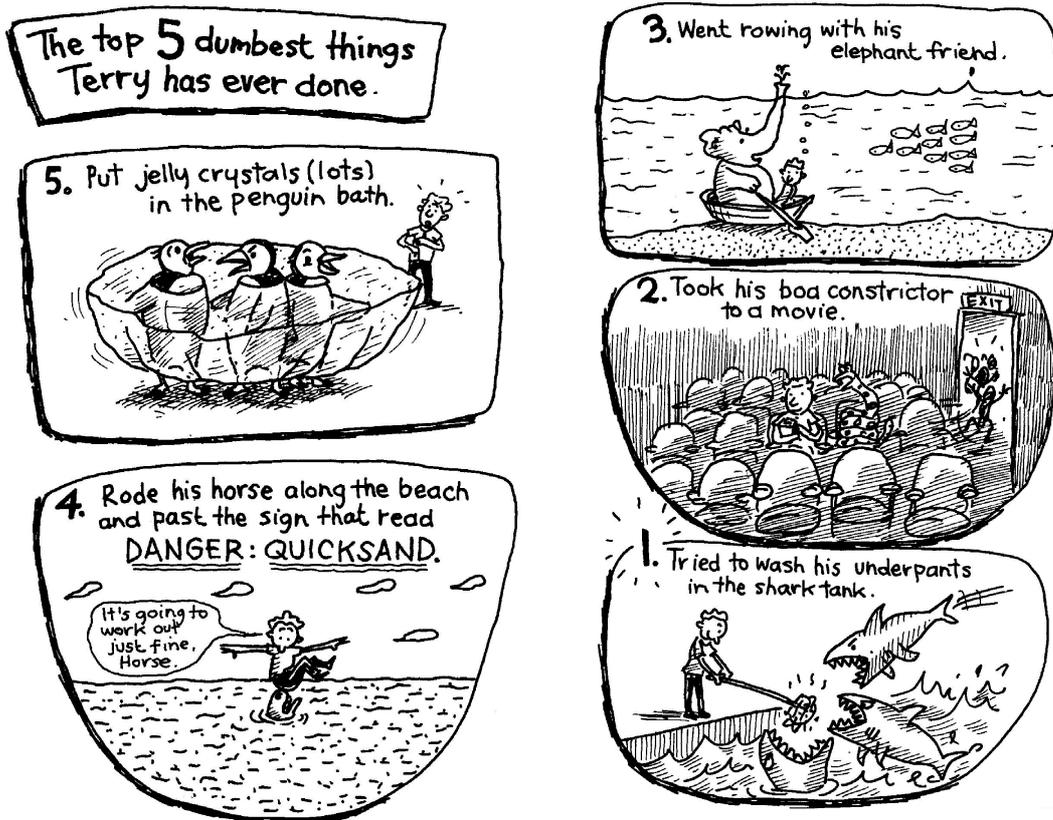
If you could have a treehouse of your own what would it have in it?

Draw a picture of your dream treehouse.

Label your drawing.

2 Write a Top 5 Dumb Things LIST

We've all had dumb ideas or done dumb things. The trouble with dumb ideas is that they can often seem like really good ideas until you actually do them. In *The 26-Storey Treehouse* there is a list of the top 5 dumbest things Terry has ever done.



Now it's your turn

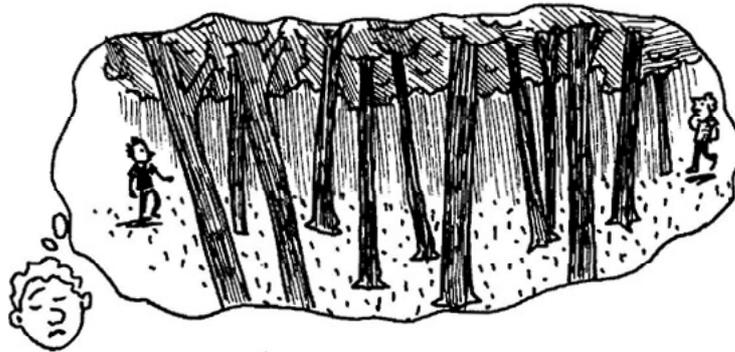
Write and illustrate a list of five dumb things you've done.

These could be big things, small things, things from your past or things you have done recently. If you are really smart and have never done—or thought of doing—anything dumb, then feel free to make them up. Or make a list of the 5 top dumb things you would like to try.

3 Be the star of your own FAIRY TALE

In *The 26-Storey Treehouse* Andy is trying to tell the story of how he and Terry met, but Terry keeps interrupting and getting the story confused with famous fairy tales such as 'Cinderella' and 'Hansel and Gretel'.

'Oh, I love that story!' says Terry. 'We were both lost in the forest ...'



and then we met and found that house made of gingerbread ...



Now it's your turn

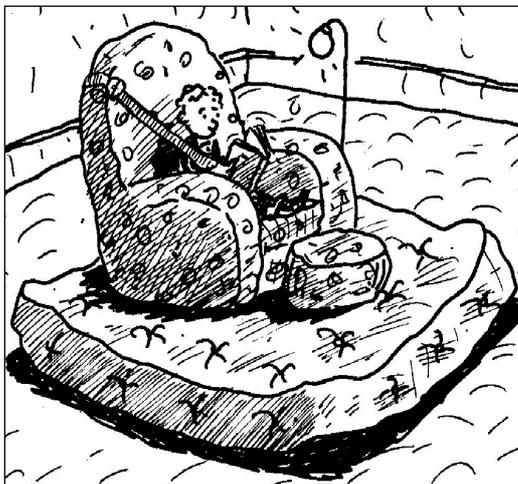
Create your own funny fairy tale. It could be about how you and your friends met. Or you could use an existing fairy tale to tell a funny story. Here are some titles to get you started:

- The Three Little Students and the Big Bad Teacher
- Little Green Snorting Hood
- The Three Little Idiots and the Big Bad Moron
- Blood Red and the Seven Little Vampires
- Sleeping Ugly or Snoring Beauty

4 Design your own item of ultra-safe CLOTHING

In *The 26-Storey Treehouse* we learn that when Terry was a little boy his parents were very concerned about his safety. Terry lived in a padded room, slept in a padded, non-fall-outable bed and sat in a padded, non-fall-outable chair, which, for extra safety, was fitted with airbags and a seatbelt.

His parents also had him fitted with a pair of emergency self-inflating underpants just in case he ever fell into water.



Now it's your turn

Design your own item of ultra-safe clothing, for example:

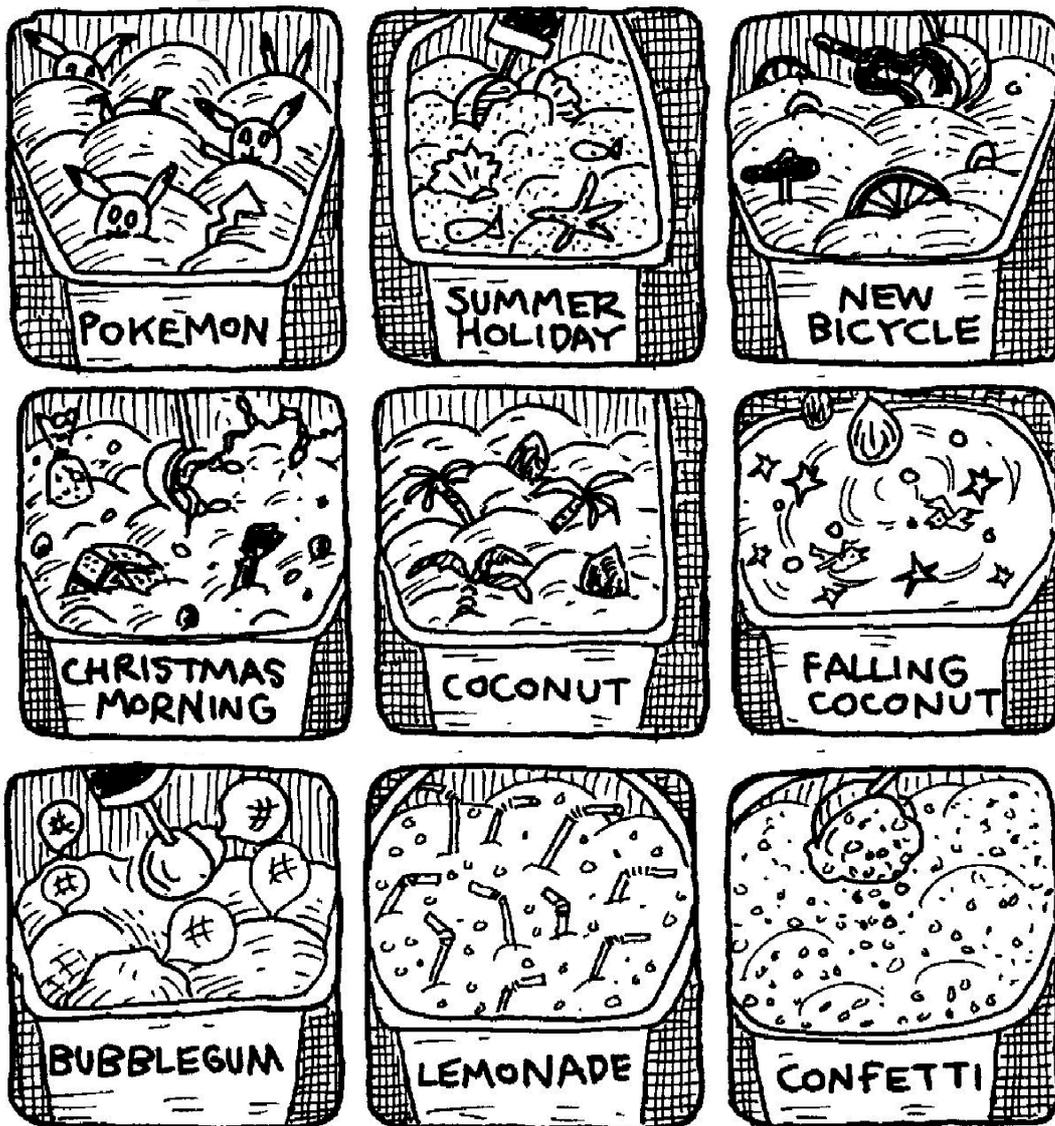
- padded pajamas (in case you fall out of bed)
- a titanium-strength T-shirt (to protect you from punches)
- a pair of anti-kiss, black-out glasses to protect you from unpleasant sights (such as people kissing)

Draw and label a picture showing the features of your ultra-safe item of clothing.

If you get inspired you could even draw an advertisement for your product. (Don't forget to give it a catchy name.)

5 Invent 13 ICE-CREAM FLAVOURS

In *The 26-Storey Treehouse* Andy and Terry have an ice-cream parlour with 78 flavours run by a robot called Edward Scooperhands. The flavours available include watermelon whammy, goldfish surprise, flying monkey, Easter egg, deep-fried donut and pizza. Here are some others:

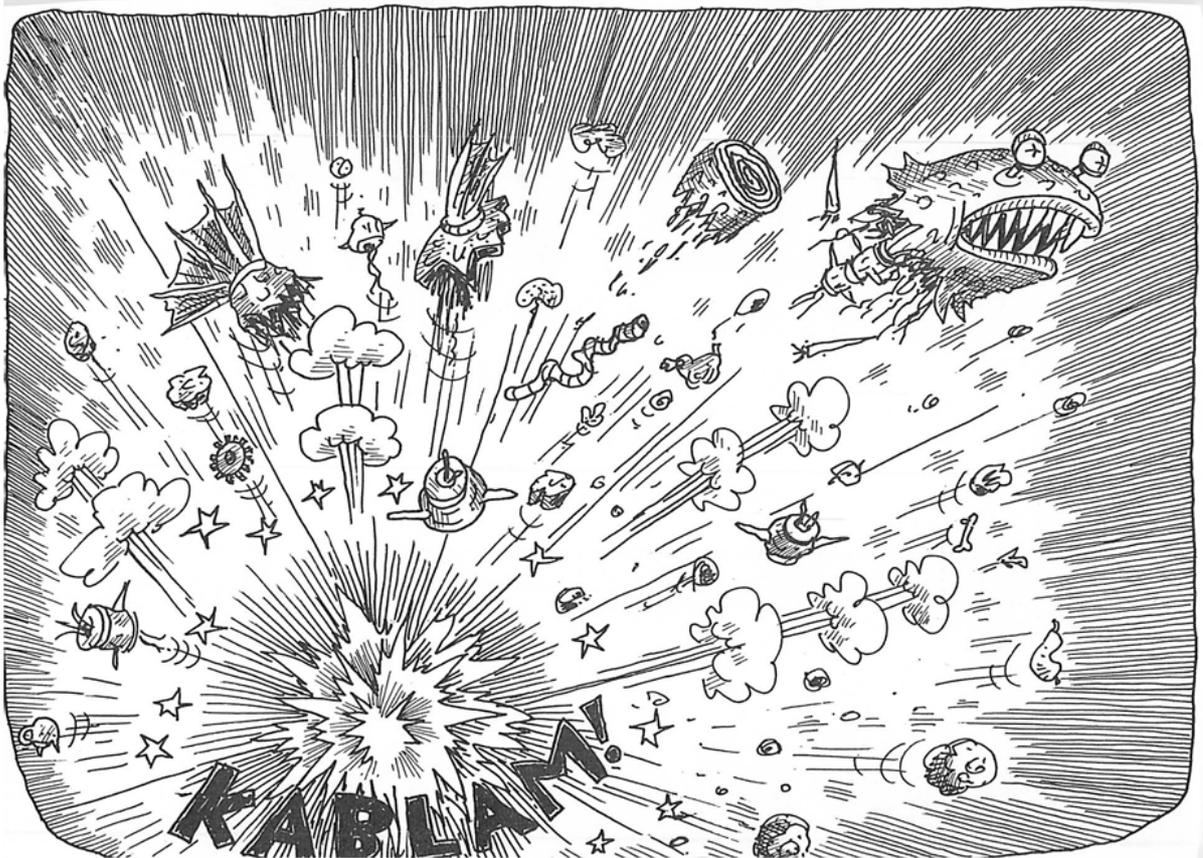


Now it's your turn

Invent 9 fantasy ice-cream flavours of your own. Draw and label them.

6 Draw an EXPLOSION

In *The 26-Storey Treehouse* Captain Woodenhead escapes from inside the gigantic fish Gorgonzola by blowing it up. The explosion looks like this:



Now it's your turn

Imagine something exploding. For example:

- your bedroom
- your head
- your sister or brother's bedroom
- your pet

What would it look like? What type of surprising, shocking or funny things might come flying out of the explosion?

Make a detailed drawing of your explosion. Add labels if you feel inspired.

7 Write a POEM

In *The 26-Storey Treehouse* Andy recites a poem called 'Ten Unlucky Pirates'. This is based on an old rhyme 'Ten Little Soldier Boys', which starts like this: *Ten little soldier boys went out to dine; One choked his little self and then there were nine.* Andy's pirate version goes like this:

Ten Unlucky Pirates

Ten unlucky pirates swinging on a vine;
One fell off and then there were nine.
Nine unlucky pirates learning how to skate;
One cracked through the ice and then there were eight.
Eight unlucky pirates riding the mechanical bull Kevin;
One got bucked off and then there were seven.
Seven unlucky pirates making a rockin' pirate mix;
One got electrocuted and then there were six.
Six unlucky pirates doing a synchronised dive;
One missed the swimming pool and then there were five.
Five unlucky pirates eating ice-cream galore;
One got brain-freeze and then there were four.
Four unlucky pirates playing in a tree;
One sat in the catapult and then there were three.
Three unlucky pirates each getting a tattoo;
The ATM* malfunctioned and then there were two.
Two unlucky pirates mud-fighting in the sun;
One got baked hard and then there was one.
One unlucky pirate with a cutlass and a gun;
He got lost in the Maze of Doom and then there was none.

* Automatic Tattoo Machine

Now it's your turn

Write a counting down poem—either by yourself or as a class. You can do it from five down if ten seems too hard. Your poem doesn't have to be about pirates; it can be about anyone or anything you like, e.g. naughty schoolkids.

*Five naughty schoolkids running down the corridor;
One slipped and hit his head and then there were four.*

8 Stretch the TRUTH

In *The 26-Storey Treehouse* Andy tells Terry and Jill that nursery rhymes are often based on real events. He says, ‘The nursery rhyme “Rock-a-bye Baby” is based on fact. Scientific studies show that if you put a baby in a cradle in the treetops and the wind blows, the cradle—and the baby—*will* fall down.’



Now it's your turn

Making silly things sound sensible and believable can be a lot of fun. Add a made-up piece of nonsense to the end of each of the following sentence beginnings. See who can come up with the most outrageous/entertaining 'fact'.

- Scientific studies show ...
- I heard on the news that ...
- Eyewitnesses state that ...
- A new research report by ...
- I read somewhere that ...
- Statistics prove that ...
- Experts say ...
- It's a well-known fact that ...

9 Create a PIRATE

In *The 26-Storey Treehouse* Andy, Terry and Jill meet up with the horrible pirate Captain Woodenhead, so named because after the giant fish Gorgonzola bit off his head, he carved himself a new one out of wood.

Captain Woodenhead the pirate.



Now it's your turn

Create a pirate of your own. Give your pirate a proper pirate name and tell the story behind his or her name. Here are some examples of made-up and real-life pirates to get you started:

- Back from the Dead Red — a Caribbean pirate with red hair who faked her own death to avoid capture.
- Captain Hook — from the book *Peter Pan*. He has a hook instead of a right hand because Peter Pan cut his hand off and a crocodile ate it.
- Blackbeard — an English pirate whose real name was Edward Teach. He had a long black beard and a scary appearance.

10 Solve a WORDSEARCH

In *The 26-Storey Treehouse* Andy and Terry's home is taken over by a group of pirates, led by the evil Captain Woodenhead. As the pirates have fun in the treehouse they experience a series of terrible accidents and one by one meet their doom.

See if you can find all the words in this pirate-related wordsearch.

When you have finished there should be 13 letters left over that spell out something to do with this part of the story.

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

Word list

BULL

CATAPULT

GORGONZOLA

ICECREAM

MAZE

MUDFIGHT

PIRATES

POOL

SKATE

SPLAT

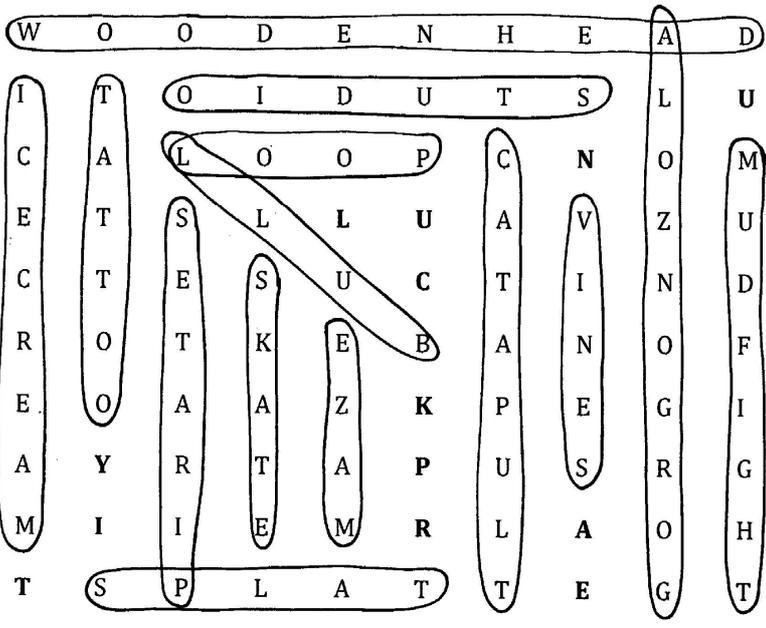
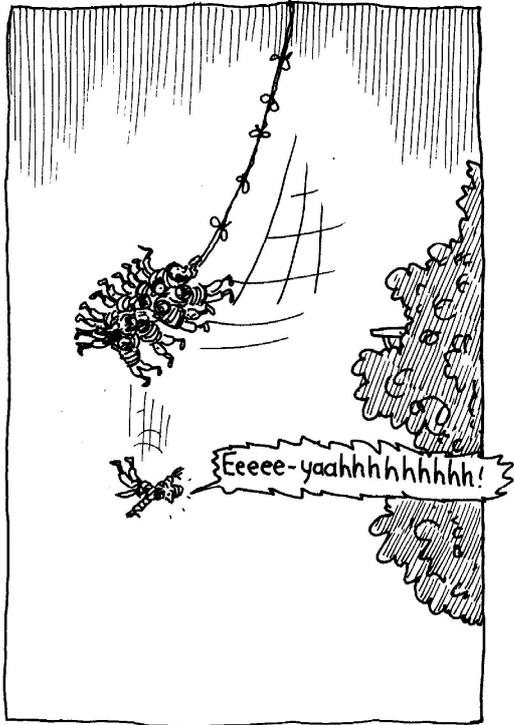
STUDIO

TATTOO

VINES

WOODENHEAD

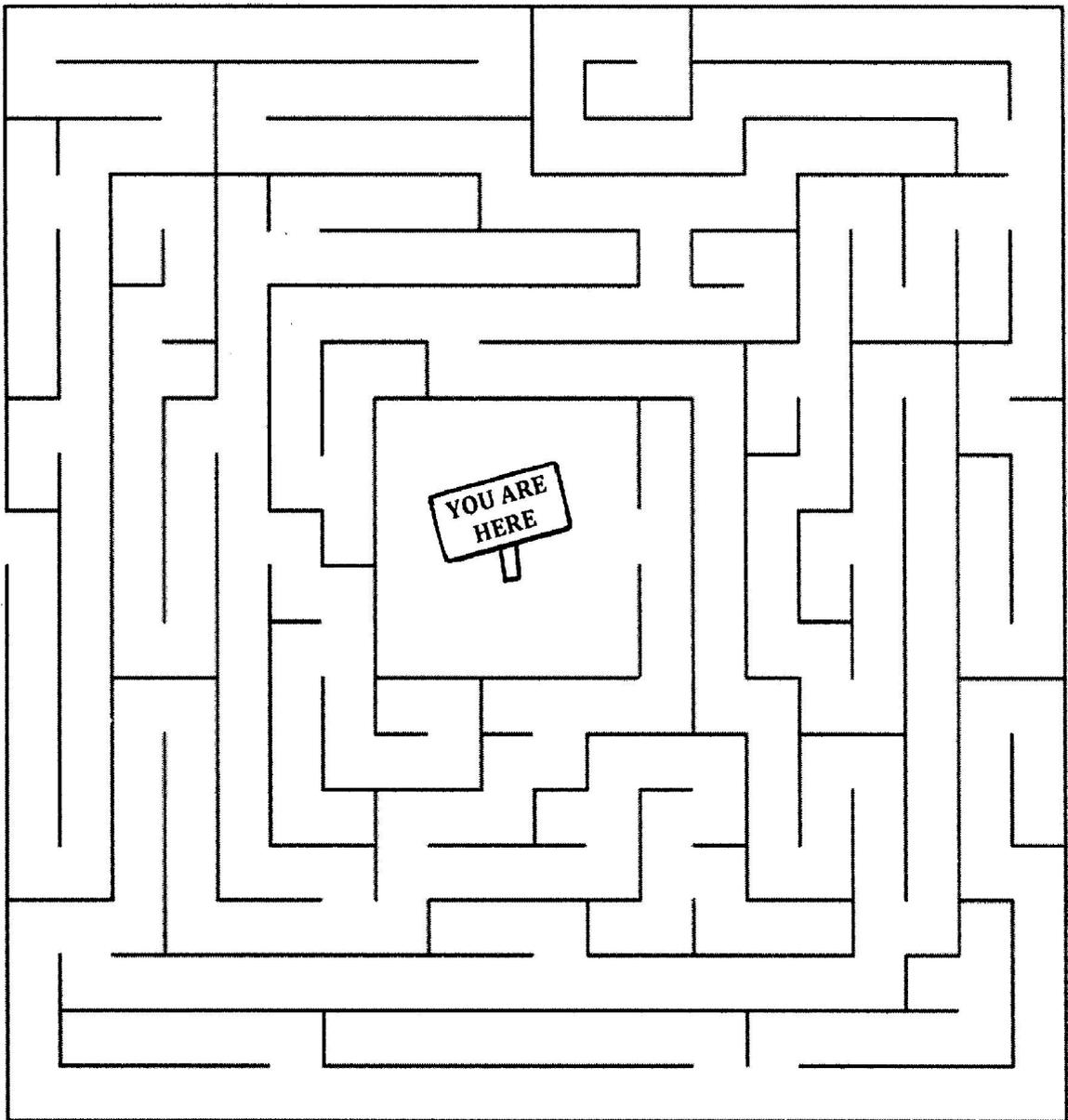
WORDSEARCH SOLUTION



Solution: UNLUCKY PIRATE

11 Find your way out of the MAZE

In *The 26-Storey Treehouse* Andy and Terry have a maze that is so complicated that nobody who has gone in has *ever* come out again. The maze below is nowhere as hard as that. See if you can find your way out and if you can why not see if you can create an even more complicated maze of your own?

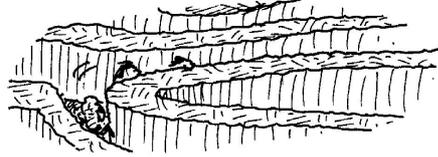


MAZE SOLUTION

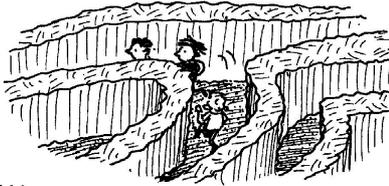
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right ...



left ...



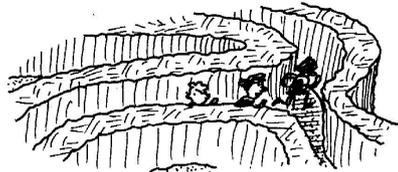
right ...



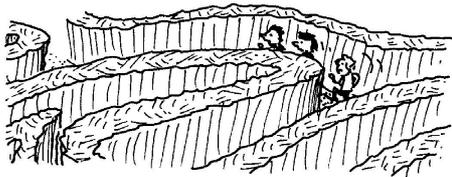
right ...



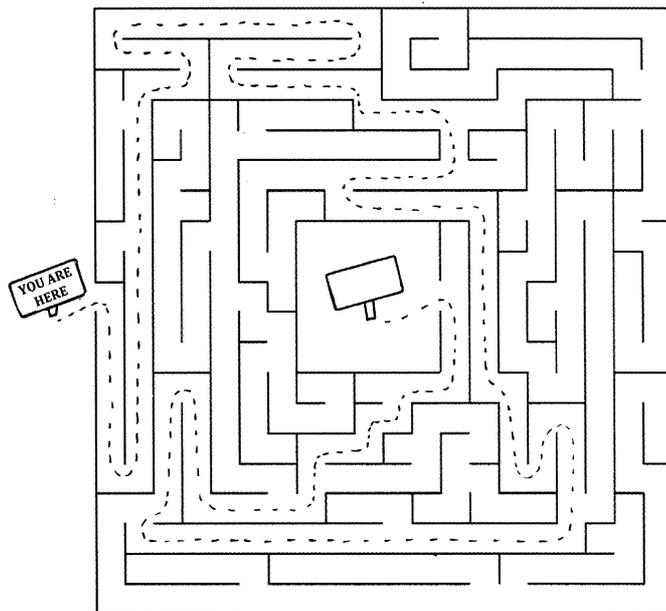
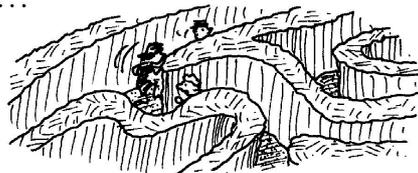
left ...



left ...



right ...



12 Write a list of treehouse RULES

In *The 26-Storey Treehouse* Andy tells the story of how happy he was after he ran away from home because he no longer had to follow all his parents' 'boring' rules. For example, he no longer had to wear shoes,



or brush his hair,



or eat with a knife and fork



Now it's your turn

Write a list of 13 sensible rules you have been taught.

Now draw 13 pictures of yourself breaking each of these rules.

13 Create some WARNING SIGNS

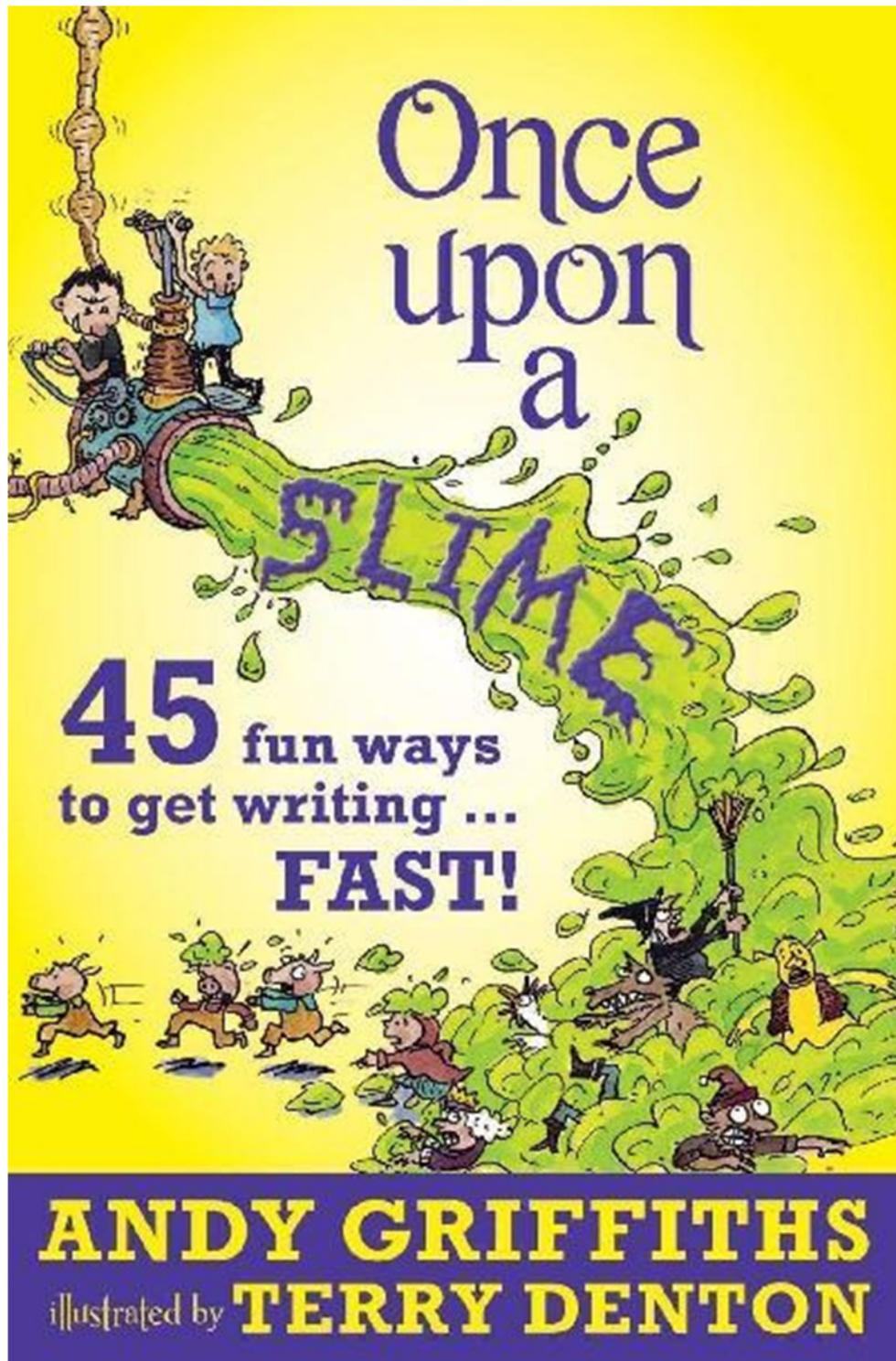
In *The 26-Storey Treehouse* Terry has put a lot of warning signs outside the Maze of Doom because it is a very dangerous maze.



Now it's your turn

Draw 13 warning signs. These could be for one place (a road of doom, a playground of doom, a classroom of doom) or you could draw warning signs for 13 different potentially harmful things (slippery surfaces, poisonous gases, falling objects, zombies, girl germs, boy germs).

Many of the activities in this resource pack are based on activities from the book *Once Upon a Slime: 45 fun ways to get writing ... FAST!* by Andy Griffiths and Terry Denton (Pan Macmillan Australia, 2013)



The 26-Storey Treehouse Curriculum Outcomes

All content descriptions are taken from the Australian Curriculum. The activities are all multi-faceted and support students to meet many outcomes at the same time.

English

Creating Literature

English/Year 1/Literature/Creating literature. Recreate texts imaginatively using drawing, writing, performance and digital forms of communication **(ACELT1586)**.

English/Year 2/Literature/Creating literature. Create events and characters using different media that develop key events and characters from literary texts **(ACELT1593)**.

English/Year 3/Literature/Creating literature. Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle **(ACELT1601)**.

English/Year 3/Literature/Creating literature. Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue **(ACELT1791)**.

English/Year 4/Literature/Creating literature. Create literary texts that explore students' own experiences and imagining **(ACELT1607)**.

English/Year 4/Literature/Creating literature. Create literary texts by developing storylines, characters and settings **(ACELT1794)**.

English/Year 5/Literature/Creating literature. Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced **(ACELT1612)**.

English/Year 5/Literature/Creating literature. Create literary texts that experiment with structures, ideas and stylistic features of selected authors **(ACELT1798)**.

English/Year 6/Literature/Creating literature. Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways **(ACELT1618)**.

Creating texts.

English/Year 1/Literacy/Creating texts. Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams. **(ACELY1661)**.

English/Year 2/Literacy/Creating texts. Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose. **(ACELY1671)**.

English/Year 3/Literacy/Creating texts. Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose **(ACELY1671)**.

English/Year 4/Literacy/Creating texts. Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features **(ACELY1694)**.

English/Year 5/Literacy/Creating texts. Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience **(ACELY1704)**.

English/Year 6/Literacy/Creating texts. Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience **(ACELY1714)**.

Examining literature

English/Year 2/Literature/Examining literature. Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs **(ACELT1592)**.

Sound and letter knowledge

English/Year 2/Language/Sound and letter knowledge. Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations **(ACELA1474)**.

Visual Arts

Visual Arts/Foundation to Year 2. Create and display artworks to communicate ideas to an audience **(ACAVAM108)**.

Visual Arts/Years 3 and 4. Use materials, techniques and processes to explore visual conventions when making artworks **(ACAVAM111)**.

Visual Arts/Years 5 and 6. Develop and apply techniques and processes when making their artworks **(ACAVAM115)**.

Drama

Drama/ Foundation to Year 2. Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples **(ACADRR030)**.

Drama/Years 3 and 4. Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons **(ACADRR034)**.

Drama/Years 5 and 6. Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama **(ACADRR038)**.

Mathematics

Mathematics/Year 1/Measurement and Geometry/Location and transformation.
Give and follow directions to familiar locations **(ACMMG023)**.

Design and Technologies

Design and Technologies/Foundation to Year 2/Processes and Production Skills.
Visualise, generate, develop and communicate design ideas through describing, drawing and modelling **(ACTDEP006)**.

Design and Technologies/Years 3 and 4/Processes and Production Skills.
Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques **(ACTDEP015)**.

Design and Technologies/Year 5 and 6/Processes and Production Skills. Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques **(ACTDEP025)**.

The 26-Storey Treehouse Student Activities and Performance

Including Students with Special Needs

Students with special needs can be fully involved in enjoying and learning with *The 26-Storey Treehouse* 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.

Differentiating *The 26-Storey Treehouse* Student Activities for Students with Special Needs

The 26-Storey Treehouse is an engaging, imaginative and energetic story that appeals to all ages and abilities. The 13 activities 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.

These 13 activities are generally based on reading and comprehending written and pictorial texts, and responding through writing or drawing. A list of ideas and examples for differentiating this type of learning task for a range of special needs is provided below.

Physical Disabilities

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

- * Record responses or ideas as an audio or video file, using an iPad or similar technology. *Make a videos describing the 5 dumbest things you have ever done.*
- * Share responses and ideas as a spoken presentation. *Be a storyteller. Tell your class your own funny fairy tale*
- * Use talk to text technology such as Dragon Speak Naturally to record responses. *Describe new pirate characters to the Dragon Speak Naturally program so it can create a text version of spoken descriptions.*
- * Work with a partner or small group to collaborate to complete tasks. *Work with a team to invent and present new ice cream flavours. Assign roles such as Scribe, Illustrator, Mad Inventor, Critic, Taste Tester, and Reporter.*
- * Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Create crazy ice-cream flavours using the existing vocabulary banks and images in the Proloquo2Go communication app.*

Vision and Hearing Loss

Students with mild to moderate vision loss may have difficulty seeing the very detailed and visually busy drawings of Terry Denton, especially those with detailed backgrounds. 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 each of the 5 dumbest things that Terry ever did.*
- * 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 each segment of an enlarged copy of the 26 Storey Treehouse illustration.*
- * Present images on a contrasting background to increase visibility. *Cut out an enlarged copy of Captain Woodenhead and stick him on a piece of brightly coloured cardboard.*
- * Provide an audio recording of important sections of the text. *Make an audio recording of the **10 Unlucky Pirates** poem, starring students using their best pirate voices.*

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

Vision and Hearing Loss

- * Provide clear step by step written instructions and examples for student activities. *Create great warning signs by providing a template for the poster with written labels and suggestions included.*
- * Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Develop a new pirate character as a class using no talking. Contributions could include drawings, mimes or written descriptions of the new pirate character's features.*
- * Aid understanding through the use of signed English or Auslan. *Access signed versions of traditional fairy tales via YouTube. Share them then add key signs to new fairy stories. 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 write a class set of 13 new treehouse rules. Each pair of students comes up with one rule to share with the class by writing and illustrating.*
- * Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to Stretch the Truth. Create, rehearse and present crazy facts 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 humorous class discussion by renaming the 5 dumbest things the craziest, silliest or funniest 5 things you have ever done.*

Intellectual Disabilities

Students with intellectual disabilities often have difficulty with comprehending and responding to complex written 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 fantastical text. *Break the **10 Unlucky Pirates** poem down into couplets eg "Nine unlucky pirates learning how to skate, One cracked through the ice and then there were eight." Closely examine this section. Are there any words we don't know? What is skating? What are pirates? What does being unlucky mean? Look at pictures of skating. Draw some skating pirates. Make 9 unlucky pirates out of paddle pop sticks, and take one away. How many are left? Imagine what other things might have happened to the pirates?*

Intellectual Disabilities

- * Use physical and visual supports. *Literally build your new pirate character. Dress a life size figure drawn on a large piece of paper. Provide scarves, eye patches, coloured fabrics, wool for beards and hair, chains, aluminium foil to make swords.*
- * Make use of strong structures, time and repetition to aid learning and comprehension. *Create your 13 new ice cream flavours over 13 days. Introduce the activity in the same way each time, using the same images, and the same language to give instructions. Ensure each of the new flavours created are on display in the classroom so you can revisit the idea as often as you need. Celebrate your achievement by having an ice cream party at the end.*
- * Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay or plasticine models, song, musical improvisation. *Create your own exploding object using music. Provide a wide range of noisemakers and percussion instruments. Use the instruments to make the sound of an exploding head/bedroom/house/brain, and match different sounds to each of the flying objects.*

Profound and multiple disabilities.

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

- * Draw out the sensory elements of the text and pictures to engage learners with profound and multiple disabilities. *Create some of the sensory elements of the 26 Storey Treehouse. Brush arms with some leaves and branches and listen to the crunch of the leaves and sticks. Experience the ice cream shop by feeling a cold freezer brick, and looking at, feeling, smelling and tasting some ice cream of different flavours.*
- * Provide opportunities to make choices and indicate preferences. *Work with a partner to build a pirate character. Use eye gaze, sign or vocal sounds to choose between real objects or images. Should the pirate have a red or blue scarf, a pet parrot or a fierce cat, a black beard or a red beard?*
- * Use real life experiences in the environment and community for learning. *Visit a child size maze or create your own Maze Of Doom. Add spooky shrieks to create even more atmosphere. Visit a real life treehouse, or create your own. Smell, feel, hear, see what it's like to live up in the treetops.*