



Phil Earle learning activities

Creative, cross curricular
activities inspired by
Demolition Dad and the
Storey Street series

Age 8-11

CFE Second Level

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About this resource

This resource contains cross-curricular activity suggestions to help you explore *Demolition Dad* and other titles in the *Storey Street* series by Phil Earle. The resource has been produced to help you get the most out of our online Authors Live event with Phil, but you can use the activities at any point to engage pupils with these books. The activities focus on and explore key themes which appear in the *Storey Street* series, including healthy eating, physical activity, community and the concept of superheroes.

Demolition Dad

Phil Earle wrote the Storey Street series inspired by Roald Dahl's *Danny the Champion of the World*, furthering the idea that Dads can do (almost) anything.

In the novel *Demolition Dad*, the first in the Storey Street series, Jake's dad, George Biggs, is an expert demolition man who spends his weekends as the 'Master of Disaster, the King of Sing', otherwise known as Demolition Man, a wrestler who, with his signature move, is undefeated in the ring. But Jake feels his dad's secret life as a wrestler should be celebrated and made known to the world. He applies for his dad to take part in wrestling world's major event, Grapplemania in the United States. But this doesn't go to plan...

Activities for *Demolition Dad*

Daily mile

HWB 2-15a

George is quite overweight and is portrayed as happy to be this way but is lampooned and ridiculed by many of the other characters. A mini topic could be developed looking at healthy eating and what we need to do to look after ourselves.

Many schools have already adopted a [Daily Mile](#) but if you haven't already done so, you may wish to have a go. Measure out a mile in your school grounds and have children try to cover this distance each day. Alternatively, you may wish to allocate 15 minutes every day and have the children move around a designated space for this length of time. There are many variants to this, depending on your setting.

One planet picnic

HWB 2-35a, SOC 2-22a

This has featured in a previous resource but bears mentioning here too. Try a [One Planet Picnic project](#), details of which can be found on the [Eco-Schools website](#). The picnic focusses on the idea that the produce used for the meal is at least one of the following: ethically produced, seasonal, local or organic. One Planet Picnic need not be a feast of gargantuan proportions but there is scope for lots of literacy and numeracy activities along the way including recipe writing, reporting, budgets and costings and if you sell your produce as a break time tuckshop, you could discuss profit and loss as well. This is an enterprise project in the making.

Breaktime snacks tuck shop

HWB 2-30a, HWB 2-36a, SOC 2-21a, SOC 2-22a

Snacks in schools can be a bone of contention and are potentially a source of added sugar in our learners' diet. Have your class consider the snacks they bring and look at the sugar and fat contents. Using sugar cubes to demonstrate the amount of sugar can be a very useful (and shocking) visual to bring home this message. Decide together how they might reduce the amount of sugar-added snacks they eat and try this for a week. Keep a tally of the added sugar in the week of 'eat what you wish' and compare this the following week when everyone is trying to lower the sugar levels. Graphs and charts will help to demonstrate their findings to other classes, as well as posters created to persuade their classmates to eat healthier snacks.

Your class could extend their learning and introduce an enterprise event by setting up a healthy tuck shop, either one day a week for a whole term, or for every day in one chosen week – perhaps Health Week if your school runs one of these. There are some great recipe ideas and healthy snack suggestions on the [Change4Life website](#). There is huge potential here to develop many cross-curricular strands:

- Make healthy snacks in class, create a healthy snack cookbook or blog, run a little café. There are endless possibilities here.
- Lots of numeracy is involved here with profit and loss, costings and customer satisfaction surveys and other data handling activities.
- Literacy activities could include advertising, newsletters, presentations to other classes in the school, business meetings with the team, etc.

World wrestling entertainment

EXA 2-03a, EXA 2-05a, LIT 2-20a

Jake's dad is a secret wrestler. Jake loves wrestling too and it is a special hobby for just him and his dad. They watch it endlessly on the television and spend every weekend involved in the sport.

Many children are interested in this wrestling phenomenon and will have some of the character figurines. Each wrestler has their own set of supporters and a unique persona (or gimmick). Watch a video (2009-2013) featuring John Cena, the kids' favourite at that time, to consider the general manoeuvres and his signature moves. Demolition Dad has a signature move too.

Have the children create their own wrestling character and design a signature move. Make a fact-file or Top Trumps card to record the stats. The children could design posters advertising the bout between Demolition Dad and their character.

Remind the children that they are not actually practising the wrestling themselves.

Mexican wrestling

EXA 2-03a, EXA 2-04a, EXA 2-05a,

Mexican wrestling features more daredevil stunts with 'high-flying' moves and is known particularly for the wearing of wrestling masks. Have the children design a mask for a wrestling character of their own imagination. This could become an upcycling project where the children can only use materials and items which were destined for the bin.

For inspiration see Rey Mysterio who is known as one of the most famous Mexican wrestlers.

You may wish to discourage your learners from making masks using plastic.

Secrets – keep, or reveal?

HWB 2-01a, HWB 2-03a

Jake's dad loves his wrestling but needs it to be kept secret. His bouts take place in small venues where he is watched by grannies, a few hairy truckers and bored businessmen. Jake's mum does not want their friends and neighbours to know what George does, so the weekends are just about Jake and his dad. Even Jake's friends are kept in the dark until he needs their help.

Ask your class if keeping secrets like this is a good thing. Why? When would it be better to refuse to keep a secret?

This could be developed into a discussion about internet safety and the need to follow safe guidelines for the use of social media and chat sites. Who can they turn to? The [NSPCC](#) has guidance about staying safe online, as does the [British Council](#).

Activities for Storey Street

Mapping 3D-style

TCH 2-09a, TCH 2-10a, TCH 2-11a, MTH 2-16a

Each of the books in this series features a map of the street. Have your learners recreate the street in a 3D model making each house and detailing them with their residents in puppet form where possible. This will make use of their skills in measuring and 3D shape knowledge, as well as some artistic flair. They can then spend some time reconsidering some of the action that takes place in and around the street and re-enacting these with the use of their puppets.

Storey Street businesses

TCH 2-09a, SOC 2-22a, LIT 2-29a

Make a classroom frieze featuring all the shops on Storey Street e.g. “Kurl Up and Dye” and “Wokever You Want”. Have your class think about the shop fronts – the window displays and the signage. This design project could include the shopkeepers too as they don’t feature particularly in the novels. The learners can have free reign. What special offers could they display (plenty of persuasive language to explore here)? Perhaps they could recreate the shops rather like the home corners of the younger year groups and share these with the classes of primaries 1-3.

What other business do they think should move in and why? Have them make a business plan for the proposed shop.

New residents

SOC 2-22a, TCH 2-10a, TCH 2-12a, MNU 2-09a, ENG 2-31a

There is a house-sized space in the street known as “The House That Was Stolen”. Tell your class that the local building firm has gained planning permission to build a new property there. Design the blueprints and cost out the project. Invite your local building company to work with you to give you an idea of what would be involved and make this a STEM project.

Alongside the house design, create the new residents and give them their back-story. This could develop into a writing activity where the class could write the introductory paragraphs to the family and their initial meeting with the other children of the street. Take it further and give them an adventure.

Community

HWB 2-05a, HWB 2-08a, HWB 2-12a, LIT 2-20a, ENG 2-30a

In school we often talk about our school community and refer to the wider community. Storey Street is a community all of its own. Discuss with your class what they feel makes up their community – what makes it unique, and why? How do they identify themselves as part of this? Have them consider how welcoming they are to newcomers. Wilf in *Scaredy Cat* is an object of curiosity to many and of ridicule to some when he moves into the street. How should we show new people that they are welcome?

Have your class make up a welcome pack for a new classmate. What should they include? Do they need to write instructions for the general school routines, such as how lunchtime works and what do to when you arrive in the morning? Perhaps they should include handy hints about different areas of the building, or how to ‘handle’ different members of staff e.g. always be dressed for PE correctly to avoid a glare/sigh/rolled eyes from the PE teacher.

Wilf (the potential wizard) is treated quite unpleasantly by some of the children. How should we behave to our elders and what can we learn from them? Have your class visit a sheltered housing complex to 'interview' the residents about their childhood, or another relevant subject.

If it's possible, plan and prepare a tea party for grandparents, or friends of the school and invite them for an afternoon of conversation and perhaps even entertainment.

Superheroes

EXA 2-03a, EXA 2-05a, LIT 2-20a, ENG 2-31a

The children of Storey Street are superheroes in one form or another. One of the novels is based entirely on this theme. Suggestions for where to go with this are too many to record in detail here but in time-honoured fashion would include:

- create a new hero and design its name, costume and superpower
- if you could be a hero, which one would you be and why?
- write a story about a new training school for superheroes' children - include superhero letter art e.g. WHAM!, BAM!
- Design the ultimate in superhero underpants
- Develop new merchandise celebrating the superhero of your choice