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ROALD DAHL

THE BFG

LESSON PLANS



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THE BFG
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LESSON PLAN 1:

BOOK THEME: Friendship

LITERACY OBJECTIVE: Creating interesting characters

PSHE OBJECTIVE: Not judging others by appearances

EXTRACT USED: from Chapter 3 'The BFG'

LESSON PLAN 2:

BOOK THEME: Friendship

LITERACY OBJECTIVE: Using creative vocabulary

PSHE OBJECTIVE: Celebrating the differences in others

EXTRACT USED: from Chapter 8 'Snazzcumbers'

LESSON PLAN 3:

BOOK THEME: Friendship

LITERACY OBJECTIVE: Using similes and metaphors to enhance description

PSHE OBJECTIVE: Preventing bullying

EXTRACT USED: from Chapter 11 'Journey to Dream Country'

LESSON PLAN 4:

BOOK THEME: Dreams:

LITERACY OBJECTIVE: Devising an exciting plot

PSHE OBJECTIVE: Reflecting on personal dreams and goals

EXTRACT USED: from Chapter 15 'The Great Plan'

LESSON PLAN 5:

BOOK THEME: Dreams

LITERACY OBJECTIVE: Organizing non-fiction writing

PSHE OBJECTIVE: Understanding human rights

EXTRACT USED: from Chapter 11 'Journey to Dream Country' (different to previous)

LESSON PLAN 6:

BOOK THEME: Believing

LITERACY OBJECTIVE: Writing dialogue

PSHE OBJECTIVE: Overcoming challenges

EXTRACT USED: from Chapter 21 'The Plan'

ACTIVITY SHEET

Giant Colour In (2 x pages)





BOOK THEMES:

- Unlikely friendship
- Judging by appearances

LESSON OBJECTIVES:

- To create interesting characters
- To understand that we should not judge others by the way they look
- To devise an exciting plot

INTRODUCTION:

In the moonlight, Sophie caught a glimpse of an enormous long pale wrinkly face with the most enormous ears. The nose was as sharp as a knife, and above the nose there were two bright flashing eyes, and the eyes were staring straight at Sophie. There was a fierce and devilish look about them.
(Page 4)

Read aloud this description of the BFG to the class. Ask them to close their eyes as they listen and to imagine they are Sophie, peering out of the window into the dark night at this strange giant figure. Ask them to try as hard as they can to picture the character as the author is describing him. How do they feel when they realize that the Giant is staring at them?

STARTER TASK:

In groups, give the children a short time limit to write down on one sheet of paper all the feelings they experienced when the Giant stared at them (e.g. fear, terror, hairs standing up on the back of their neck). Compare these with other groups in the class. Which feelings were the most common? Why do the children think this is?

POSSIBLE DISCUSSION POINTS:

- Which adjectives create a feeling of fear about the figure?
- The 'enormous' size of the figure: people often feel intimidated by others who are bigger than them. Why is this?
- The simile 'as sharp as a knife' is used to describe the figure's nose: why is this a frightening image? Can the children think of another simile for *sharp* that would not carry the same scary associations as a knife?

NOTE: *If children have already read The BFG, they may have said that they feel 'excited' or 'happy' when they imagined looking at him. This could provide an interesting discussion point to come back to later: because they have read the book and know the personality of the Giant, they are not afraid like the other children; they are able to see past his appearance.*



MAIN TASK: PART ONE

Provide the children with the extracts to read individually or in pairs. Ask the children to think about the following questions as they read:

- What does Sophie think the Giant is going to do?
- Why does she think this?
- How do her feelings towards the Giant change?

Discuss the questions with the children, drawing out that, because of the way the BFG looks, Sophie is afraid of him – she has made assumptions about his personality.

MAIN TASK: PART TWO

For this task, you will need to have prepared enough **APPEARANCE** and **PERSONALITY** cards for each pair/small group in your class.

The children's first task is to match each **APPEARANCE** card to the most likely corresponding **PERSONALITY** card. Set a short time limit for this task and challenge the pairs/groups to race to finish first!

When the children have matched the cards, discuss the results. Did all the groups make the same matches? What **assumptions** have we made about the characters' personalities, based on their appearances?

Remind the children that Sophie also **judged** the BFG based on his appearance: because he looked a bit different, she thought that he would be a bad person. But the BFG turned out to be a Friendly Giant, despite the way that he looked. **You cannot tell what a person is like inside from the way they look on the outside.**

Now ask the children to switch some of the cards to create characters with personalities that don't necessarily match their appearance. Choose children to read aloud some of their favourite results.

NOTE: At this point, you may wish to discuss with the class that the other giants' personalities do actually match their appearances – they are large and scary-looking, and their behaviour is violent and cruel. Do the children think that all cruel people **look** horrible on the outside? You could discuss another cruel character that we hear about in *The BFG*: Mrs Clonkers, the lady who runs Sophie's orphanage. There is no description of her in the book – do the children think it is likely that she is outlandishly scary-looking, like the giants? Or might she be a very ordinary-looking lady, who happens to be rather nasty?



MAIN TASK: PART THREE

Challenge children to create their own character whose appearance does not match their personality! Using the worksheet provided, children should draw and label a picture of their character, including as much detail as they possibly can, before going on to describe their character's appearance and personality. Ask them to use the most **delumptiously** exciting words they can think of – and, as an extra **brain-boggling** stretch, can they come up with some **gloriumptious** similes?

PLENARY:

Choose a child to read aloud their description of their character's personality, while the other children draw what they think the character might look like. Would the children have drawn the character differently if they had been given this task **before** the lesson started? Why?



EXTRACT ONE

From Chapter 3: 'The BFG'

The Giant picked up the trembling Sophie with one hand and carried her across the cave and put her on the table.

Now he really is going to eat me, Sophie thought.

The Giant sat down and stared hard at Sophie. He had truly enormous ears. Each one was as big as the wheel of a truck and he seemed to be able to move them inwards and outwards from his head as he wished.

'I is hungry!' the Giant boomed. He grinned, showing his massive square teeth. The teeth were very white and very square and they sat in his mouth like huge slices of white bread.

'P . . . please don't eat me,' Sophie stammered.

The Giant let out a bellow of laughter. 'Just because I is a giant, you think I is a man-gobbling cannybull!' he shouted.





EXTRACT TWO

From Chapter 3: 'The BFG'

'I is a very mixed-up Giant,' the Giant said. 'But I does my best. And I is not nearly as mixed up as the other giants. I know one who gallops all the way to Wellington for his supper.'

'Wellington?' Sophie said. 'Where is Wellington?'

'Your head is full of squashed flies,' the Giant said. 'Wellington is in New Zealand. The human beans in Wellington has an especially scrumdiddlyumptious taste, so says the Welly-eating Giant.'

'What do the people of Wellington taste of?' Sophie asked.

'Boots,' the Giant said.

'Of course,' Sophie said. 'I should have known.'

Sophie decided that this conversation had now gone on long enough. If she was going to be eaten, she'd rather get it over and done with right away than be kept hanging around any more. 'What sort of human beings do *you* eat?' she asked, trembling.

'*Me!*' shouted the Giant, his mighty voice making the glass jars rattle on their shelves. 'Me gobbling up human beans! This I never! The others, yes! All the others is gobbling them up every night, but not me! I is a freaky Giant! I is a nice and jumbly Giant! I is the only nice and jumbly Giant in Giant Country! I is THE BIG FRIENDLY GIANT! I is the BFG. What is *your* name?'

'My name is Sophie,' Sophie said, hardly daring to believe the good news she had just heard.





A fairy
PRINCESS
WITH A DELICATE
SMILE
and hair the colour of
SUNLIGHT

A wrinkly OLD
GRANDDAD
with a
**HEARING
AID**

A WITCH with a
CROOKED
BACK AND A
FACE
sprinkled with WARTS

A teenage girl with
**SPIKY
PINK HAIR**
and a NOSE RING

A ten-year-old BOY with
BROKEN
GLASSES AND
PLASTERS
on both knees

A KNIGHT
ON HORSEBACK
DRESSED IN
shimmering
ARMOUR



WICKED and **CRUEL**,
this character delights
in **DISASTER**. They
create **MISCHIEF**
and **MISFORTUNE**
wherever they go.

This character is rather
CLUMSY. They never
remember to look where
they are going, so they
are **ALWAYS** having
ACCIDENTS!

This character is quite
FORGETFUL and can
often be found **SNORING**
in their armchair.

SWEET and **GENTLE**,
this character is beloved
by everyone they meet.
They have a heart of gold,
and they are particularly
kind to **ANIMALS**.

This character is as
STRONG as an ox and as
BRAVE as a lion. They
are always looking for
OPPORTUNITIES to
HELP people in distress.

SULKY and **RUDE**, this
character enjoys chewing
gum and listening to
PUNK-ROCK music.



Character drawing:

Description of appearance:

Description of personality:



BOOK THEMES:

- Unlikely friendship
- Celebrating differences

LESSON OBJECTIVES:

- To use creative vocabulary
- To celebrate the differences in others



INTRODUCTION:

NOTE: Some readers may find the creative vocabulary used by the BFG difficult to decode. For their benefit, it is important to ensure that they hear the extract read aloud before they begin the first task.

Read aloud the two 'SNOZZCUMBERS' extracts to the class. Before you begin, ask the children to listen very carefully to the vocabulary that is being used. What do they notice? What is different about the BFG's language? Even though he wasn't speaking 'proper' English, did they generally understand what he meant?

TASK ONE: WONDERCRUMP WORDSPOTTER

Write the words 'disgusturous' and 'wondercrump' on the board. Would the children be able to find these words in an English dictionary? No, they would not! Tell the children you are going to conduct an experiment. You want to see if they know what 'disgusturous' means, even though it is not in the English language. Ask them to vote for one of two options for its meaning: something **GOOD**, or something **BAD**. Repeat the process for 'wondercrump'.

HOW CURIOUS! Even though these words are not in the English language, the class seemed to understand their meaning. Can the children continue the experiment by identifying the meanings of even more of the BFG's vocabulary?

Distribute copies of the 'Snozzcumbers' extracts to the children and ask them to work in pairs to read through and identify words that have **positive** and **negative** meanings. As they find the words, they should record them in the table provided on the **WONDERCRUMP WORDSPOTTER** worksheet (see resources).

DIFFERENTIATION: Challenge more able children to fill in the second **WONDERCRUMP WORDSPOTTER** worksheet, which asks them to identify the **word class** as well as whether the word has a positive or negative meaning.



TASK TWO: WIGGLISH WORDSMITHS

Choose children to read out samples of the positive and negative words that they found in the extracts. How did the children know which words meant something good, and which ones meant something bad? Draw out that Roald Dahl is using parts of words that we may recognize (such as '**disgusting**' and '**dangerous**') to create new words that mean something similar to the original ones. He is inventing **synonyms**!

Tell the children that their next task is to become **wordsmiths**, just like Roald Dahl. Using the **WIGGLISH WORDSMITH** worksheet (see resources), they will take parts of existing words in the English language and recombine them to create new and exciting vocabulary.

TASK THREE: CELEBRATING DIFFERENCES

Divide the children into groups and provide each group with a large piece of paper. Ask them to imagine that they are the BFG. When he speaks and his words come out muddled up, how does that make him feel inside? Set the children a short time limit to write down as many feelings as they can on the piece of paper. Choose groups to share some of the feelings they came up with.

Now turn the piece of paper over. When Sophie tells the BFG that she thinks he speaks beautifully, how do his feelings change? Again, ask the groups to write down feelings, and then choose some to share.

Discuss with the children that the BFG felt **different** because of the way he spoke, and that made him feel sad. However, when Sophie praised the BFG's way of speaking, he felt really good about himself.

Give each group a **CELEBRATING DIFFERENCES** scenario card (see resources). Each card describes a Roald Dahl character who is **different** in some way. Ask each group to role-play what they could do or say to the person on the card to help them to feel that their difference is a **positive** thing.

PLENARY:

Ask the children to imagine that they are in the BFG's cave in Sophie's place. What would they say to help the BFG to **celebrate being different**? Choose children to **share their suggestions**.



EXTRACT ONE

From Chapter Eight: Snozzcumbers

'Here is the repulsant snozzcumber!' cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcumbers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and *bones*,' Sophie said.

'I *know* it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.

'I'm sorry,' she said. 'I didn't mean to be rude.'

'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.

'But couldn't your mother have taught you?' Sophie asked.

'My *mother*!' cried the BFG. 'Giants don't have mothers! Surely you is knowing *that*.'

'I did *not* know that,' Sophie said.





EXTRACT TWO

From Chapter Eight: Snozzcumbers

The BFG was still holding the awesome snozzcumber in his right hand, and now he put one end into his mouth and bit off a huge hunk of it. He started crunching it up and the noise he made was like the crunching of lumps of ice.

'It's filthing!' he spluttered, speaking with his mouth full and spraying large pieces of snozzcumber like bullets in Sophie's direction. Sophie hopped around on the table-top, ducking out of the way.

'It's disgusting!' the BFG gurgled. 'It's sickable! It's rotsome! It's maggotwise! Try it yourself, this fousome snozzcumber!'

'No, thank you,' Sophie said, backing away.

'It's all you're going to be guzzling around here from now on so you might as well get used to it,' said the BFG. 'Go on, you snipsy little winkle, have a go!'

Sophie took a small nibble. 'Ugggggggggh!' she spluttered. 'Oh no! Oh gosh! Oh help!' She spat it out quickly. 'It tastes of frogskins!' she gasped. 'And rotten fish!'

'Worse than that!' cried the BFG, roaring with laughter. 'To me it is tasting of clockcoaches and slime-wanglers!'

'Do we really have to eat it?' Sophie said.

'You do unless you is wanting to become so thin you will be disappearing into a thick ear.'

'Into *thin* air,' Sophie said. 'A thick ear is something quite different.'

Once again that sad winsome look came into the BFG's eyes. 'Words,' he said, 'is oh such a twitch-tickling problem to me all my life. So you must simply try to be patient and stop squibbling. As I am telling you before, I know exactly what words I am wanting to say, but somehow or other they is always getting squiff-squiddled around.'

'That happens to everyone,' Sophie said.

'Not like it happens to me,' the BFG said. 'I is speaking the most terrible wigglish.'

'I think you speak beautifully,' Sophie said.

'You do?' cried the BFG, suddenly brightening. 'You really do?'

'Simply beautifully,' Sophie repeated.

'Well, that is the nicest present anybody is ever giving me in my whole life!' cried the BFG. 'Are you sure you is not twiddling my leg?'

'Of course not,' Sophie said. 'I just love the way you talk.'

'How wondercrump!' cried the BFG, still beaming.

'How whoopsey-splunkers! How absolutely squiffing! I is all of a stutter.'





THE BFG has many **WEIRD** and **WONDERCRUMP** words in his vocabulary! Some of them have **POSITIVE** (good) meanings and some have **NEGATIVE** (bad) meanings.

How many of them can you spot in the extracts?
Record the words you've spotted in the table below.



Positive Words	Negative Words



The *BFG* has many **WEIRD** and **WONDERCRUMP** words in his vocabulary! Some of them have **positive** (good) meanings and some have **negative** (bad) meanings.

How many of them can you spot in the extracts? Can you work out which of them are verbs, which are nouns and which are adjectives? **Record the words you spot in the table below:**

	Positive Words	Negative Words
Adjectives		
Nouns		
Verbs		



In *The BFG*, Roald Dahl takes parts of words we recognize and puts them together to make new words - with some very funny results!

Use the table below to make some new words for yourself. You could use a dictionary or thesaurus to help you to come up with some real **WHOOPEY-SPLUNKERS!**



First Word	+	Second Word	=	New Word!
Wiggly	+	English	=	Wigglish
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	



SOPHIE

A little girl who is different from lots of other children because she has grown up in a village orphanage with no parents.

Matilda

A little girl who is different from her family because she loves reading books – her family despise them. She is also different from her classmates because she can spell very long words and solve extremely complicated maths problems in her head.



JAMES TROTTER

A little boy who feels different and lonely because he has not got any friends at all. He lives with his nasty Aunt Spiker and Aunt Sponge on the top of an enormous hill. He has no toys to play with and no books to read, and no other children are ever invited to come to play.



Charlie

A little boy who is different from his friends at school because his family is extremely poor. All four of his grandparents live with him and his parents, and they all have nothing to eat for dinner except cabbage soup.

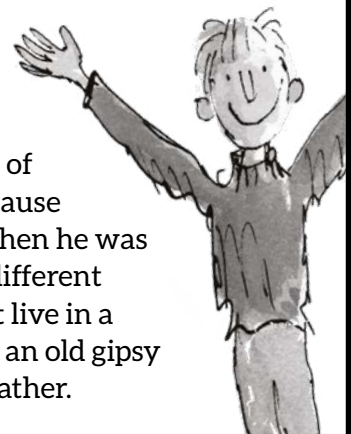


MR HOPPY

A very shy old man who feels different because he finds it extremely hard to talk to other people. He is in love with his neighbour but cannot express his feelings.

DANNY

A little boy who is different from lots of other children because his mother died when he was a baby. He is also different because he doesn't live in a house – he lives in an old gypsy caravan with his father.





BOOK THEMES:

- Friendship

LESSON OBJECTIVES:

- To understand what bullying is
- To understand how to prevent bullying
- To use similes and metaphors to enhance character description



INTRODUCTION:

Read the extract to the children, or encourage the children to read the extract to themselves. Ask the children to discuss with their talking partners how they would describe the relationship between the BFG and the other giants. Are they friends? Draw out that the other giants are bullying the BFG.

TASK ONE: DEALING WITH BULLIES

Provide pairs of children with copies of the extract. Ask them to work together to underline or highlight all the parts of the extract where the BFG is being bullied. Choose children to share the examples they have found, while you record these on an interactive whiteboard/flipchart, organizing the examples into different lists (one for **verbal bullying** and one for **physical bullying**) without explaining what you are doing. Can the children spot why you have put the examples on different sides of the board? Can they work out what the headings of the two lists should be?

Put the children into small groups and ask them to imagine that they are Sophie. Can they come up with suggestions for the BFG as to what he could have done to avoid this bullying situation? Can they think of anything he could do to avoid being bullied in the future?

Draw the class together and discuss how individuals can respond to bullying. You may wish to refer to the bullying policy in your school during this discussion. Make sure the children are aware of a range of appropriate courses of action (depending on the level of bullying experienced), e.g.:

- Responding with humour
- Walking away
- Finding a different friend to play with
- Telling a teacher
- Telling a parent or guardian
- Speaking up on behalf of other children



TASK TWO: MY FROTHBUNGLING BULLY

Roald Dahl's description of the bullying Bloodbottler is truly terrifying! Read it aloud to the children, asking them to make notes of any images that really stick out to them.

His foul face was round and squashy-looking. The eyes were tiny black holes. The nose was small. But the mouth was huge. It spread right across the face almost ear to ear, and it had lips that were like two gigantic purple frankfurters lying one on top of the other. Craggy yellow teeth stuck out between the two purple frankfurter lips, and rivers of spit ran down over the chin. It was not in the least difficult to believe that this ghastly brute ate men, women and children every night.

Discuss Roald Dahl's use of language in this passage. For example:

- Why does he describe the Bloodbottler's drool as 'rivers of spit'? (Using the metaphor of a river emphasizes his size and the sheer amount of saliva!)
- Why does he use the adjective 'craggy' for the teeth? (Craggs are associated with mountains – which again emphasizes the Bloodbottler's size. 'Craggy' also makes his teeth sound as though they are jagged and broken – perhaps through fighting, or through chewing human bones!)
- Did the children spot the simile in the description?

Challenge the children to invent a really nasty bully using the **MY FROTHBUNGLING BULLY** worksheet (see resources). What would they look like? (**Link to Session 1 on judging by appearances:** remember – just because someone is a nasty person doesn't mean that they will look nasty on the outside!) How does their bully behave? Who are their bully's victims? Ask the children to use the worksheets provided to help them to write a character description of their bully, thinking carefully about the effect of the vocabulary that they choose.

PLENARY:

Ask the children to come up with three top tips for dealing with bullies.



EXTRACT ONE

From Chapter Eleven: 'Journey to Dream Country'

'Here comes the runty one!' boomed the Fleshlumpeater. 'Ho-ho there, runty one! Where is you splatch-winkling away to in such a hefty hurry?' He shot out an enormous arm and grabbed the BFG by the hair. The BFG didn't struggle. He simply stopped and stood quite still and said, 'Be so kind as to be letting go of my hair, Fleshlumpeater.'

The Fleshlumpeater released him and stepped back a pace. The other giants stood around, waiting for the fun to start.

'Now then, you little grobsquiffler!' boomed the Fleshlumpeater. 'We is all of us wanting to know where you is galloping off to every day in the daytime. Nobody ought to be galloping off to anywhere until it is getting dark. The human beans could easily be spotting you and starting a giant hunt and we is not wanting that to happen, is we not?'

'We is not!' shouted the other giants. 'Go back to your cave, runty one!'

'I is not galloping to any human bean country,' the BFG said. 'I is going to other places.'

'I is thinking,' said the Fleshlumpeater, 'that you is catching human beans and keeping them as pets!'

'Right you is!' cried the Bloodbottler. 'Just now I is hearing him chittering away to one of them in his cave!'

'You is welcome to go and search my cave from frack to bunt,' the BFG answered.

'You can go looking into every crook and nanny. There is no human beans or stringy beans or runner beans or jelly beans or any other beans in here.'

Sophie crouched still as a mouse inside the BFG's pocket. She hardly dared breathe. She was terrified she might sneeze. The slightest sound or movement would give her away. Through the tiny peep-hole she watched the giants clustering around the poor BFG. How revolting they were! All of them had piggy little eyes and enormous mouths with thick sausage lips. When the Fleshlumpeater was speaking, she got a glimpse of his tongue. It was jet black, like a slab of black steak. Every one of them was more than twice as tall as the BFG.

Suddenly, the Fleshlumpeater shot out two enormous hands and grabbed the BFG around the waist. He tossed him high in the air and shouted, 'Catch him, Manhugger!'

The Manhugger caught him. The other giants spread out quickly in a large circle, each giant about twenty yards from his neighbour, preparing for the game they were going to play. Now the Manhugger threw the BFG high and far, shouting 'Catch him, Bonecruncher!'

The Bonecruncher ran forward and caught the tumbling BFG and immediately swung him up again. 'Catch him, Childchewer!' he shouted.

And so it went on. The giants were playing ball with the BFG, vying with each other to see who could throw him the highest.





Notes about how my bully looks:

e.g. his hair is 'long and dark and tangled'; his eyes are 'tiny black holes'.

Objects/animals to which I could compare my bully's appearance:

e.g. a bear, a mountain.

Similes and metaphors I could use:

e.g. he loomed above me like a grizzly bear; he had 'craggy yellow teeth' (like a mountain).

Notes about how my bully behaves:

e.g. he is greedy; he has no manners.

Objects/animals to which I could compare my bully's behaviour:

e.g. a vulture; cold metal.

Similes and metaphors I could use:

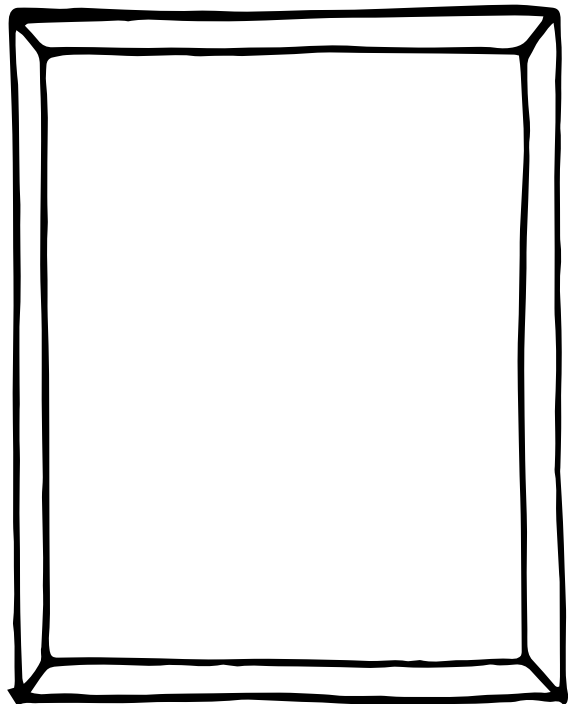
e.g. his words tore into me like a vulture's sharp beak; his heart was a cold lump of iron.



My character description:

Handwriting lines for the character description, consisting of 13 horizontal lines.

A sketch of my character:



Handwriting lines for additional notes or further description, consisting of 14 horizontal lines.



BOOK THEMES:

- Dreams

LESSON OBJECTIVES:

- To reflect on personal aspirations and goals
- To devise an exciting plot



INTRODUCTION:

Ask the children if any of them remember the dreams that they have at night. Choose two or three children who don't mind describing one of their dreams to the class. How do our dreams make us feel? Record children's responses on a flipchart or interactive whiteboard.

TASK ONE: DREAM MIXING

Ask the children to read through the extracts provided. What does Sophie find out that the BFG can do with the dreams?

Tell the children that their task is to mix up some of the BFG's dreams! Give pairs of children a set of **DREAM LABELS** (see resources). Explain that each of these labels belongs to a dream jar from *The BFG*. The pair must shuffle the set and then deal out two labels each. Now ask the children to imagine that the BFG has tipped these two dreams into one jar and is whizzing them up with his gigantic egg-beater. What will happen to their dreams? How will they combine into one new dream?

Challenge the children to come up with a short plot for their new, mixed dream. How does the dream begin? What happens next? How does the dream end? Ask them to write their dream down on the DREAM MIXING worksheet (see resources), being sure to make it as exciting - or scary! - as possible.

DIFFERENTIATION:

Challenge more able writers to combine three or more dream labels into a single plot!



TASK TWO: MY PERSONAL DREAM

Tell the children that there are two different meanings for the word 'dream'. Ask them to work with their talking partner to see if they can think of both meanings.

A dream is something that we have when we go to sleep at night, like the dreams that the BFG blows through bedroom windows – but a dream can also be a **personal aspiration or goal**: something that we really want to achieve. Tell the children that Sophie and the BFG have a dream that is an **aspiration**: their dream is to put a stop to the giants and their human-guzzling ways!

Ask the children to think about their own personal dreams. They might aspire to perform in a school play, or to learn to ride a bike, or to play in a school rugby final. Or perhaps their dreams are more long-term goals, such as what they would like to do when they grow up. Once the children have decided on their personal dreams, ask them to write them on the label of a dream jar of the **MY PERSONAL DREAM** worksheet (see resources). They should then draw and colour what they think their personal dream will look like inside the jar – you could provide a variety of materials such as paints, sequins and glitter to make the dreams look extra special.

PLENARY:

Ask the children to complete the following sentence:

Having a personal dream is important to me because . . .



EXTRACT ONE

From Chapter 15: 'The Great Plan'

'Can you make a person dream absolutely anything in the world?'

'Anything you like,' the BFG said proudly.

'If I said I wanted to dream that I was in a flying bathtub with silver wings, could you make me dream it?'

'I could,' the BFG said.

'But how?' Sophie said. 'You obviously don't have exactly that dream in your collection.'

'I do not,' the BFG said. 'But I could soon be mixing it up.'

'How could you mix it up?'

'It's a little bit like mixing a cake,' the BFG said. 'If you is putting the right amounts of all the different things into it, you is making the cake come out any way you want, sugary, spongy curranty, Christmassy or grobswitchy. It is the same with dreams.'

'Go on,' Sophie said.

'I has dillions of dreams on my shelves, right or left?'

'Right,' Sophie said.

'I has dreams about bathtubs, lots of them. I has dreams about silver wings. I has dreams about flying. So all I has to do is mix those dreams together in the proper way and I is very quickly making a dream where you is flying in a bathtub with silver wings.'

'I see what you mean,' Sophie said. 'But I didn't know you could mix one dream with another.'

'Dreams *like* being mixed,' the BFG answered. 'They is getting very lonesome all by themselves in those glassy bottles.'





EXTRACT TWO

From Chapter 16: 'Mixing the Dream'

In about half an hour the BFG had found all the dreams he wanted and had tipped them into the one huge jar. He put the jar on the table. Sophie sat watching him but said nothing. Inside the big jar, lying on the bottom of it, she could clearly see about fifty of those oval sea-green jellyish shapes, all pulsing gently in and out, some lying on top of others, but each one still a quite separate individual dream.

'Now we is mixing them,' the BFG announced. He went to the cupboard where he kept his bottles of frobscottle, and from it he took a gigantic egg-beater. It was one of those that has a handle which you turn, and down below there are a lot of overlapping blades that go whizzing around. He inserted the bottom end of this contraption into the big jar where the dreams were lying. 'Watch,' he said. He started turning the handle very fast.

Flashes of green and blue exploded inside the jar. The dreams were being whisked into a sea-green froth.

'The poor things!' Sophie cried.

'They is not feeling it,' the BFG said as he turned the handle. 'Dreams is not like human beans or animals. They has no brains. They is made of zozimus.'

After about a minute, the BFG stopped whisking. The whole bottle was now full to the brim with large bubbles. They were almost exactly like the bubbles we ourselves blow from soapy water, except that these had even brighter and more beautiful colours swimming on their surfaces.





This **DREAM** is about how I is **SAVING** my **TEECHER** from **DROWNING**.

I **DISCOVER** that if I is **STARING** very hard at my teacher in a **SPESHAL** way, I is able to put her to **SLEEP**.

I is **MAKING** myself a **MARVELUS** pair of **SUCTION BOOTS** and when I put them on I is able to walk strate up the kitshun wall and across the ceiling.

I has **RITTEN** a book and it is **SO EXCITING** nobody can put it down.

I is **CLIMBING** Mount Everast with just my **PUSSY-CAT** for cumpany.

I is **INVENTING** a car that runs on **TOOTHPASTE**.

I is able to **MAKE** the **ELEKTRIK LITES** go on and off just by **WISHING** it.

I is able to **JUMP** out of any **HIGH WINDOW** and **FLOTE** down safely.

I has a **PET BEE** that makes **ROCK and ROLL** musik when it flies.

I is only an **EIGHT** year old little boy but I is growing a **SPLENDID** bushy beard and all the other boys is **JALOUS**.



INSTRUCTIONS:

- Take two **DREAM LABELS** and read them carefully.
- Glue the labels on to the spaces provided on your sheet.
- Next, imagine that **the BFG** has whizzed up your two dreams with his **gigantic** egg-beater!
- Write down your new, combined dream in the space below. Remember to include a clear **beginning**, a **middle** and an **end**.
- Illustrate an **EXCITING SCENE** from your **DREAM**.



Glue **DREAM LABEL ONE** here.

Glue **DREAM LABEL TWO** here.

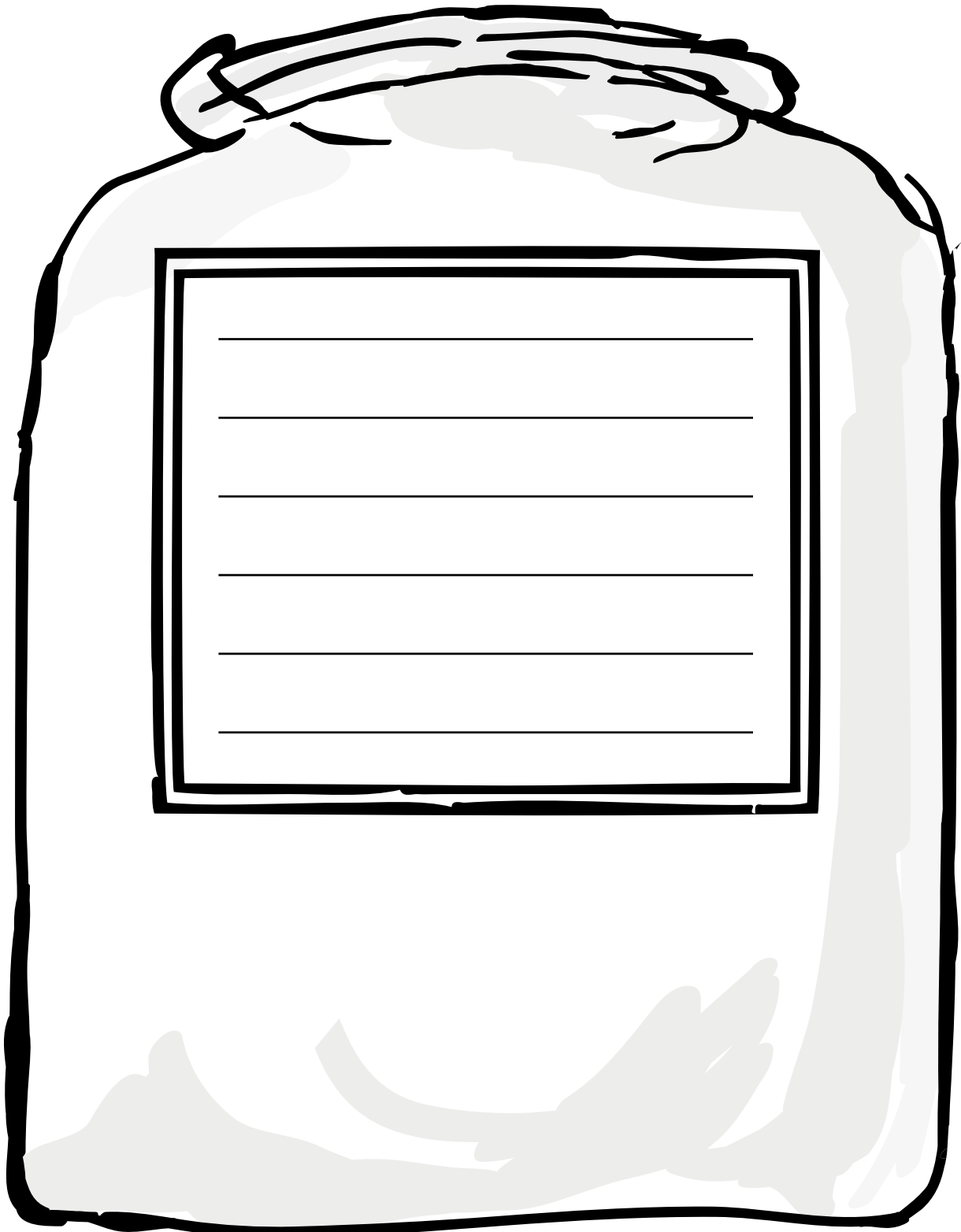
'After about a minute, the BFG stopped whisking. The whole bottle was now full to the brim with large bubbles...'

My new dream:



My illustration:







BOOK THEMES:

- Dreams

LESSON OBJECTIVES:

- To understand that everyone has human rights
- To use simple organizational devices for non-fiction

INTRODUCTION:

Read the extract to the children, or ask the children to read the extract to themselves. Encourage the children to discuss with their talking partners what they think the BFG means at the end, when he says that 'one right is not making two lefts'. (*Two wrongs don't make a right!*)

Display the word 'right' on the interactive whiteboard/flipchart. Why did the BFG get a little muddled up with this word? Draw out that the BFG was muddled because the word 'right' has several definitions. Challenge table groups to come up with as many of the definitions as they can within two minutes, then take their feedback.

Write 'human rights' on the board. Does anyone know what these are? Draw out that these are the basic and fundamental entitlements that all humans should have. Explain that these became law in the UK through the Human Rights Act in 1998, meaning that everyone has to respect one another's human rights. Unfortunately, not everybody abides by these rules - **but, just as Sophie and the BFG dream of and work towards a world in which giants do not eat humans**, so we can dream of and work towards a world in which everyone receives their human rights.





TASK ONE: guess the human right

Provide groups of three or more children with a set of **HUMAN RIGHTS** cards (see resources) and a separate list of human rights. Each card represents one of the following human rights:

- Right to life
- Freedom from torture
- Freedom from slavery
- Right to a fair trial
- Freedom of speech
- Freedom of religion
- Freedom of movement
- Right to marry

One child selects a card from the pack at random. They then draw an illustration of the human right on a piece of paper – without speaking! – while their team-mates try to guess which one of the list of human rights it is. Once a team-mate guesses correctly, the card is won and play passes clockwise to the next team member. Continue until all the rights cards have been won. The first group of children to guess all of the human rights correctly are the winners.

DIFFERENTIATION: *To make the game more challenging, do not provide the list of human rights for the guessing team-mates.*

IMPORTANT NOTE: *Ensure that the children understand that there are more human rights than the cards represent, and that there are ongoing debates about recognizing new rights.*



TASK TWO: The Piggy-Wig Rights Act

Explain to the children that human rights can be seen as a set of rules that all humans should follow in order to live safe, healthy and fulfilling lives. However, the BFG points out to Sophie that the humans' rules do not suit the piggy-wig, just as the giants' rules do not suit the humans!

Challenge the children to work in pairs to come up with a list of rights for the piggy-wiggies! What will these creatures need to keep them safe, healthy and fulfilled? The children should use the **PIGGY-WIG RIGHTS ACT** worksheet (see resources) to help them structure their work, using the title of the right as a subheading, with a paragraph explaining the right beneath.

Once the children have identified a list of rights, they could design an eye-catching leaflet to announce the **PIGGY-WIG RIGHTS ACT**, ensuring that they organize the work using subheadings and paragraphs.

PLENARY: THINKING QUESTIONS

Which fundamental human right do Sophie and the BFG discuss in the extract we read at the start of the lesson? (The right to life.)

Which two of your piggy-wig rights would you say are the most important and why?

Which two human rights would you say are the most important and why?



EXTRACT ONE

From Chapter 11: 'Journey to Dream Country'

'But if all these people are disappearing every night, surely there's some sort of an outcry?' Sophie said.

'The world is a whopping big place,' the BFG said. 'It has a hundred different countries. The giants is clever. They is careful not to be skiddling off to the same country too often. They is always switchfiddling around.'

'Even so . . .' Sophie said.

'Do not forget,' the BFG said, 'that human beans is disappearing everywhere all the time even *without* the giants is guzzling them up. Human beans is killing each other much quicker than the giants is doing it.'

'But they don't *eat* each other,' Sophie said.

'Giants isn't eating each other either,' the BFG said. 'Nor is giants *killing* each other. Giants is not very lovely, but they is not killing each other. Nor is crockadowndillies killing other crockadowndillies. Nor is pussy-cats killing pussy-cats.'

'They kill mice,' Sophie said.

'Ah, but they is not killing their own kind,' the BFG said.

'Human beans is the only animals that is killing their own kind.'

'Don't poisonous snakes kill each other?' Sophie asked. She was searching desperately for another creature that behaved as badly as the human.

'Even poisnowse snakes is never killing each other,' the BFG said. 'Nor is the most fearsome creatures like tigers and rhinostossterisses. None of them is ever killing their own kind. Has you ever thought about that?'

Sophie kept silent.

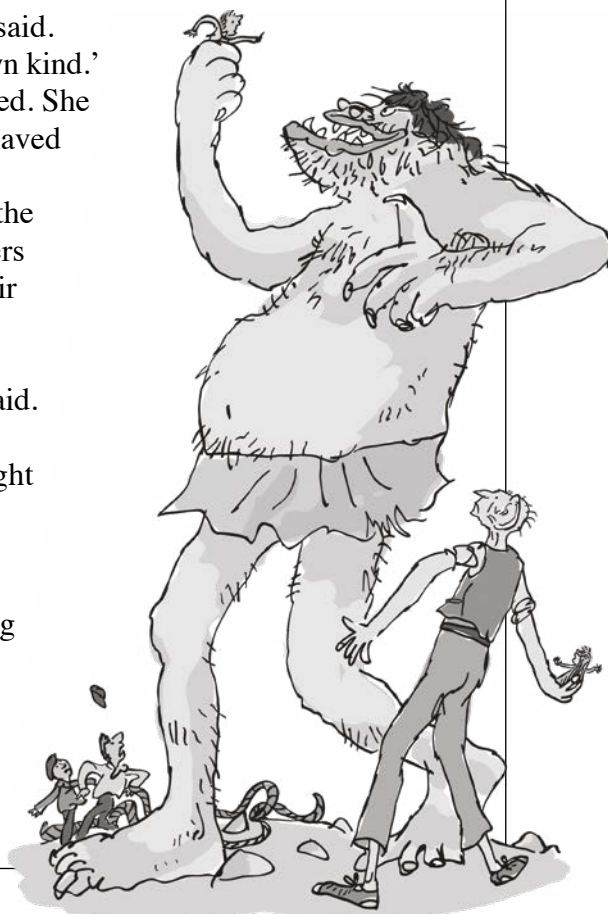
'I is not understanding human beans at all,' the BFG said.

'You is a human bean and you is saying it is grizzling and horrigust for giants to be eating human beans. Right or left?'

'Right,' Sophie said.

'But human beans is squishing *each other* all the time,' the BFG said. 'They is shootling guns and going up in aerioplanes to drop their bombs on each other's heads every week. Human beans is always killing other human beans.'

(Continued on next page)





EXTRACT ONE (continued)

He was right. Of course he was right and Sophie knew it. She was beginning to wonder whether humans were actually any better than giants. ‘Even so,’ she said, defending her own race, ‘I think it’s rotten that those foul giants should go off every night to eat humans. Humans have never done *them* any harm.’

‘That is what the little piggy-wig is saying every day,’ the BFG answered. ‘He is saying, “I has never done any harm to the human bean so why should he be eating me?”’

‘Oh dear,’ Sophie said.

‘The human beans is making rules to suit themselves,’ the BFG went on. ‘But the rules they is making do not suit the little piggy-wiggies. Am I right or left?’

‘Right,’ Sophie said.

‘Giants is also making rules. Their rules is not suiting the human beans. Everyone is making his own rules to suit himself.’

‘But you don’t like it that those beastly giants are eating humans every night, do you?’ Sophie asked.

‘I do not,’ the BFG answered firmly. ‘One right is not making two lefts. Is you quite cosy down there in my pocket?’





RIGHT TO
LIFE

All humans have the right not to be killed by another human.

RIGHT TO A
FAIR TRIAL

If a person is accused of a crime, they should have their case heard before a fair and neutral court.

FREEDOM FROM
SLAVERY

No human should be owned by another human.

No human should be forced to work without pay.

FREEDOM FROM
TORTURE

No human should have severe pain inflicted on them as a punishment.

Pain or suffering should not be used as a way of making people do something they don't want to do.

FREEDOM OF
SPEECH

All humans should be allowed to state their opinions without being punished or censored.

(However, humans should not say things that they know are not true, or that might harm or encourage harm of other people.)

FREEDOM OF
RELIGION

All humans should be allowed to practise whichever religion they believe in.

They should also be allowed to change their religion, or to stop having a religion at all.

FREEDOM OF
MOVEMENT

All humans should be allowed to travel around within their country.

They should also be allowed to leave their country and return to it whenever they want.

RIGHT TO
MARRY

All humans who are old enough should have the right to marry each other.

No one should be stopped from getting married because of their race, nationality or religion.

THE PIGGY-WIG RIGHTS ACT



Can you come up with a **SET OF RIGHTS** for the **PIGGY-WIGGIES**?

What do these **creatures** need to keep them **SAFE, HEALTHY** and **FULFILLED**?

Fill out the table below, using the title of each **PIGGY-WIG RIGHT** as a subheading, with a paragraph **explaining the right** beneath. An example has been provided to help you.



RIGHT TO MUD

As piggy-wiggies cannot produce sweat, rolling in wet mud is essential for keeping them cool.

Furthermore, a crust of dried mud prevents the sun's rays from burning the piggy-wig's delicate pink skin.

Therefore, all piggy-wiggies should have access to a pool of mud in which they can bathe, roll, wallow, etc.



BOOK THEMES:

- Believing in oneself

LESSON OBJECTIVES:

- To write exciting dialogue
- To believe in your ability to overcome challenges

INTRODUCTION:

Read the extract to the class or ask them read it to themselves. While they read, ask them to compare the attitude of the Head of the Air Force to the attitude of the young pilot. What do they notice?

Draw out that the Head of the Air Force is terrified of flying into the unknown Giant Country, and he doesn't believe that it will be possible to complete the journey safely! The young pilot, however, believes that the journey will be possible, and he is excited by the challenge of flying somewhere unknown.

TASK ONE: BELIEVING IN YOURSELF

Ask the children to think about a time when they have faced something unknown or difficult – perhaps competing in a sport, or trying out a new activity for the first time, or learning something challenging in school. How did they feel before they started? Ask them to write down each of their feelings on a separate slip of paper.

Put two hula-hoops on the classroom floor. Label one hoop 'Positive Feelings' and the other 'Negative Feelings'. Ask the children to come and place each of their written feelings in the appropriate hoop. Choose some of the negative feelings to share aloud with the class (these may include feelings such as 'worried', 'anxious', 'miserable'). **Ask:** *Why do we sometimes experience these negative feelings when we face challenges?* Draw out that, just like the Head of the Air Force in *The BFG*, sometimes we don't believe that it is possible to overcome the challenges that we face.

Now share some of the positive feelings with the class (these may include feelings such as 'excited', 'focused', 'confident'). **Ask:** *If you felt like this before facing a challenge, do you think you would be more or less likely to succeed?* Draw out that believing in yourself and your own ability is a big step towards overcoming challenges – it gives you the confidence you need to have a go!



TASK TWO: JABELING DIALOGUE DICE GAME

Divide the children into pairs. Give each pair a dice, and a copy of the **JABELING DIALOGUE DICE GAME** worksheet. The first child must roll the dice to select a character from *The BFG* who **does** believe in themselves. The second child must roll the dice to select a character from *The BFG* who **does not** believe in themselves. (If the second child rolls the same character as the first, they must roll again to ensure that they select a different character.) The pair must then roll the dice for a final time to select a scenario for the two characters.

Ask the children to role-play a conversation between their characters. What sort of things would they say in their scenario? How would they react to each other? Remind them to use the language appropriate to their character – for example, while the Queen will use quite formal vocabulary, the BFG will **jabel** in **wigglish**!

Now challenge the children to write down their role-played conversation as dialogue. Remind them to be sure to punctuate the speech correctly, and to start a new paragraph for each speaker.

PLENARY:

Choose children to read aloud their conversations to the class. Can the other children tell which of the two characters **believes in themselves** and which **does not**? What could they say to boost the confidence of the character who doesn't believe in themselves?



EXTRACT ONE

From Chapter 22: 'Capture!'

'Be careful to hang on tight!' the BFG said. 'We is going fast as a fizzlecrump!' The BFG changed into his famous top gear and all at once he began to fly forward as though there were springs in his legs and rockets in his toes. He went skimming over the earth like some magical hop-skip-and-jumper with his feet hardly ever touching the ground. As usual, Sophie had to crouch low in the crevice of his ear to save herself from being swept clean away.

The nine pilots in their helicopters suddenly realized they were being left behind. The giant was streaking ahead. They opened their throttles to full speed, and even then they were only just able to keep up.

In the leading machine, the Head of the Air Force was sitting beside the pilot. He had a world atlas on his knees and he kept staring first at the atlas, then at the ground below, trying to figure out where they were going. Frantically he turned the pages of the atlas. 'Where the devil *are* we going?' he cried.

'I haven't the foggiest idea,' the pilot answered. 'The Queen's orders were to follow the giant and that's exactly what I'm doing.'

The pilot was a young Air Force officer with a bushy moustache. He was very proud of his moustache. He was also quite fearless and he loved adventure. He thought this was a super adventure. 'It's fun going to new places,' he said.

'*New places!*' shouted the Head of the Air Force. 'What the blazes d'you mean *new places?*'

'This place we're flying over now isn't in the atlas, is it?' the pilot said, grinning.

'You're darn right it isn't in the atlas!' cried the Head of the Air Force. 'We've flown clear off the last page!'

'I expect that old giant knows where he's going,' the young pilot said.

'He's leading us to disaster!' cried the Head of the Air Force. He was shaking with fear. In the seat behind him sat the Head of the Army, who was even more terrified.

'You don't mean to tell me we've gone right out of the atlas?' he cried, leaning forward to look.

'That's exactly what I *am* telling you!' cried the Air Force man. 'Look for yourself. Here's the very last map in the whole flaming atlas! We went off that over an hour ago!' He turned the page. As in all atlases, there were two completely blank pages at the very end. 'So now we must be somewhere here,' he said, putting a finger on one of the blank pages.

'Where's here?' cried the Head of the Army.

The young pilot was still grinning broadly. He said to them, 'That's why they always put two blank pages at the back of the atlas. They're for new countries. You're meant to fill them in yourself.'



INSTRUCTIONS:

1. Choose which of you is going to be Player A, and which is going to be Player B.
2. Player A rolls the dice to select a character **who believes in themselves**.
3. Player B rolls the dice to select a character **who does not believe in themselves**. (Note: if Player B gets the same character as Player A, they must roll again until they have a different character.)
4. Player A rolls the dice again to select a **scenario**.
5. Player A and Player B role-play a conversation between their two characters, imagining what they would say to each other in that scenario.



Number on dice	Character who believes in themselves	Character who does not believe in himself	Scenario
1	Sophie	The Fleshlumpeater	They are both trying to catch a golden phizzwizard.
2	The BFG	The Bloodbottler	They are both trying to cook a breakfast fit for a giant.
3	The Bloodbottler	Head of the Air Force	They are both trying to climb over the walls of Buckingham Palace.
4	The Queen	The BFG	They are both trying to fight Jack the giant-killer.
5	The Fleshlumpeater	Sophie	They are both trying to fly a helicopter into Giant Country.
6	Head of the Air Force	The Queen	They are both trying to mix the perfect dream.



Have you ever dreamt about **CLIMBING** Everest,
INVENTING a car which runs on toothpaste or meeting the **QUEEN**?
THE BFG COLLECTS DREAMS - What would yours be about?
Draw or write your most imaginative dream in the jar to keep it safe.

