



The BFG

by Roald Dahl

1984 Puffin Books (199 pages)

NOVEL STUDY

The BFG, by Roald Dahl

SUMMARY

The paths, of an orphan girl called Sophie and the Big Friendly Giant, cross one night, that takes them on the problem-solving journey to get rid of the '*human bean*' eating giants of the world along with a little help from the Queen of England. This is a tale of friendship and exploring a rollercoaster of emotions from petrified to whizzpopping happiness.

This book has 24 short chapters ranging from 3 – 18 pages long.

CHARACTERS

Humans: Sophie (an orphan), The Queen of England, Mary (the Queen's maid), Mr. Tibbs (The Palace Butler), the Head of the Army and the Head of the Air Force.

Giants: The Big Friendly Giant (The BFG), The Fleshlumpeater, The Bonecruncher, The Manhugger, The Childchewer, The Meatdripper, The Gizzardgulper, The Maidmasher, The Bloodbottler, The Butcher Boy.

SEL THEMES IN THE BOOK

- Feelings: lonely, scared, happy, excited, nervous, proud, brave...
- Friendship
- Problem Solving
- Manners- Polite and Rude



STUDY QUESTIONS

Chapter 1: The Witching Hour (3 pages)

- **The author has described Sophie as sleeping in a dormitory, why do you think Sophie is in a dormitory and do you think this is a place where Sophie feels safe and comfortable?** *You got punished if you were caught out of bed after lights-out. Even if you said you had to go to the lavatory, that was not accepted as an excuse and they punished you just the same.'*
- **Why do you think the author described the light as a 'silver blade slicing through the room on to her face'?** *Create tension, to describe how uncomfortable the moon light was.*
- **What do these words, 'Sophie allowed her eyes to travel...' tell us about how Sophie was feeling?** *Feeling scared but curious and brave to look.*
- **Why do you think the author has not told us what is in the street?** *Create tension and suspense, to hook the reader into continuing to read on.*
- **'Suddenly she froze.' What happened Sophie?** *Frozen in fear as she had saw something in the street and she was too scared to move. (Brain survival fight, flight, freeze, flop/faint.)*
- **Think about the feelings the author has wanted to create in this first chapter, what type of story do you think this will be based on this first chapter?** *Tension, fear, mystery, scary ... How does the title of this chapter also fit this mood the author wanted to create?*
- **Compare yourself to Sophie. In what ways are you similar and different.** *Same age, gender, wear glasses, can't sleep at night if curtains not closed properly, do/don't share a room, do/don't live in the town etc...*
- **If you were Sophie what would you have done if you couldn't sleep?** *Stayed in bed, closed your eyes tight, counted sheep, read a book, woke somebody else etc...*

Activity

- **Write 3 things that you think Sophie is thinking at the end of this chapter.**
- **Imagine another child awakes. Write the dialogue between Sophie and the other child.** *Perhaps the other child could help Sophie use the 3 Steps for Calming Down.*

Chapter 2: Who? (3 pages)

- **Look at the description of the Giant, how does it make you feel and why?** *Scared, fearful, frightened, nervous because his nose is as sharpe as a knife, wrinkly face, flashing bright eyes, fierce and devilish look.*
- **Chose another simile for the Giant's nose, instead of as being as sharpe as a knife can you think of something to compare it to that wouldn't be as frightening.**
- **We have made a judgement on the BFG based on his looks alone, do you think it is fair to judge people on the way they look?** *(Give an example of this – P4 Lesson of Mrs McGregor's Missing Pies and how she needed all the clues before solving the mystery and not simply on looks or P5 lesson on Perspectives recap images from the cd or P6 lesson on stereotypes.)*



- **What words in this chapter describe how Sophie is feeling?** *Trembling, frozen in fear, gave a yelp, flew across the dormitory, jumped into bed and hid under the blanket, crouched, still as a mouse and tingling all over.*
- **Why has the author compared Sophie to like that of a mouse?** *Size compared to the Giant, running from predator, quiet as a mouse so not to be found.*
- **How do you think it made the Giant feel when he saw and heard Sophie?** *Excited, shocked, hungry, angry, delighted. This could be comfortable or uncomfortable as we have been given a frightening description of the Giant so as long as the feeling can be justified. E.g. delighted because the Giant likes the look of Sophie for dinner or angry because he has been disturbed and been spotted by Sophie because the Giant doesn't like being spied on.*

Activity

- **Writing Prompt: What Happens Next? We know the story doesn't end here.** **Write what you think will happen next in the first paragraph of Chapter 3.** *What will the Giant do or say now that Sophie has been spotted. Will he use his trumpet or will Sophie escape and sound an alarm, perhaps she will use her problem-solving strategies to decide what to do next?*

Chapter 3: The Snatch (3 pages)

- **Before reading:** *The title gives us a clue as to what is going to happen so either share the title and allow pupils to describe what they think is going to happen or alternatively don't share this title and at the end of the chapter have the pupils work in cooperative learning groups to give this chapter a title.*
- **What descriptions has the author used to allow us to imagine a very tall Giant?** *'Huge hedges no problem to the Giant. He simply strode over them. He crossed a river in one flying stride and his stride was as long as a tennis court.'*
- **Have Sophie's feeling changed in this chapter?** *They still are uncomfortable feelings but have changed in intensity. (Discuss feeling intensity)*
- **Why do you think the author has used italics to record Sophie's thoughts?** *To demonstrate the panic in her voice.*
- **Why do you think the author described Sophie like a sack of potatoes?** *She was to be dinner that night just the same way we bring home the potatoes for dinner.*
- **What other thoughts might have run through your head if you were Sophie?** *Leaving people behind or can I escape this.*

Activity

- **Plan an Escape:** **In learning cooperative groups, Use the Control Signal Poster to plan an escape from the Giant's clasp.**

Chapter 4: The Cave (5 pages)

- **The author has used a lot of cold words to describe Sophie's fear e.g. finger of ice on her spine, shivering with fear, trembling like a leaf, why do you think he has used these? Can you think of any other cold feelings or warm feelings?** *Hot under the collar- under pressure, Boiling point – angry. (Use this to discuss how feelings are in the inside and we can show them on the outside. Discuss the need to be in tune with how you feel inside before you show these through behaviours.)*

Activity



- **Writing Prompt:** Compare Sophie and the BFG given the descriptions of both characters from Chapter 1 – 4 What do you notice?
- **Art and Literacy:** Draw a map showing the journey that Sophie and the Giant took. Use details from the text to annotate your drawing.
- Draw a picture of the Giant using the description given in this chapter.
- **Feelings and Colour Art –** Explore the use of colours used to portray emotions e.g. Pablo Picasso, 'Blue Period'
- **Drama/ talking and listening:** Conscience Alley/ Thought Tunnel – Use this drama strategy to explore what thoughts and feelings Sophie has experienced through this chapter and the dilemma that she finds herself in.

Chapter 5: The BFG (5 pages)

- **Do you think the Giant realized how frightened Sophie was feeling?** *No because he continued to talk about the Giants eating human beans and didn't like it when Sophie changed the topic of conversation as he didn't realize his topic of conversation was making Sophie uncomfortable.*
- **What was Sophie's plan to help prevent her from being eaten by the Giant?** *'Whatever happened, she simply must play along with this peculiar giant and smiles at his jokes,' Sophie also tried to change the subject from Giants eating human beans but the giant didn't like this so, 'Sophie didn't argue anymore. The last thing she wanted to do was to make the Giant cross.'*
- **Describe how Sophie's feelings changed throughout this chapter.** *Petrified, angry, confident, confused, relieved.*
- **Compare your initial thoughts on the BFG from Chapters 1 – 4 and how you may have changed when the Giant told us that his name is the BFG.** *Pupils own answers*
- **If the BFG doesn't want to eat Sophie, then why do you think he has captured her?** *Pupils own answers (This is the first question asked by Sophie in the next chapter)*

Activity

- **Writing Prompt:** Sophie's Diary Entry... First night in the cave. Describe Sophie's relief and her thoughts on the Giant now that she has had a conversation and not solely based on his looks.

Chapter 6: The Giants (7 pages)

- **The BFG described himself as the runt of the giants. Sophie in true SEL style said he didn't need to feel bad about it and gave him a compliment. What compliments would you give the BFG and Sophie?** *Pupils own answers and these could be recorded on a compliment sheet or to allow pupils to hot seat the characters when doing this?*
- **Why did Sophie cry, 'Oh No!' when the BFG told her she would have to stay forever?** *She wanted to go home, she wanted to feel safe away from the Giants, missed her loved ones etc...*
- **What feelings do the BFG and Sophie share?** *From this chapter we know both Sophie and the BFG share a hatred and fear of the other Giants.*



Activity

- **Writing Prompt: If I were a Giant...** (Art and Literacy) Pupils share what would they look like as a Giant, the human beans they would enjoy and why e.g. Scottish Beans because they taste of haggis/shortbread etc...
- **Art:** Design a warning poster for parents to keep their children safe from Giants.

Chapter 7: The Marvellous Ears (10 pages)

- **Why was the BFG crying?** *He felt guilty taking Sophie away from her mum and dad then he heard she didn't have parents and that she had horrible experiences in the orphanages.*
- **How do we know that Sophie was not expecting the BFG's reaction to her experiences in the orphanage?** *The author uses the word astonished to describe how she reacted.*
- **Why do you think she was?** *she called him a moody creature – one minute he is 'dissing' (putdowns) her and next his heart is breaking over her experiences.*
- **How does this chapter help you understand why this giant was called the Big Friendly Giant?** *He asked if Sophie was cold, he was saddened that she didn't know her mum or dad and that she had a horrible time in the orphanage, his interest was in dream catching unlike the other Giants which was in eating human beans and he gives children nice dreams, lovely golden dreams.*
- **The BFG said that he would never let the Giants have her for tea, what does this tell us about the relationship between the BFG and Sophie?** *Protective, feels responsible for her, He wants to look after her like that of a parent.*
- **Why does the BFG dream of riding on the back of an elephant and picking juicy peach fruits?** *Giant country is a sizzling hot country and nothing grows except snozzcumbers and a dream is something you would love to have so the BFG wants a cooler climate and delicious food to eat.*
- **Why does the BFG get upset and offended by Sophie?** *because Sophie is questioning if he is being honest when he is sharing something that is very personal to him and he hasn't shared with anyone else. Has this ever happened to you with a friend? Pupil own comments*

Activity

- **Writing Prompt– Persuasive writing with Music:** Glorious V's Terrible sounds: Working in cooperative learning groups compile a list of your agreed Glorious Sounds and Terrible sounds and be able to explain your thinking.
- **Compositions:** Using an audio mixing program e.g. Garageband and working in cooperative learning groups, pupils compose symphonies of glorious v's terrible sounds. Pupils could also use audio files or have students record their own sounds inside and outside the classroom.
- **Walking Debate:** Listen to audio files and have a walking debate where pupils choose to move to the left-hand side of the room if they find the sound to be a glorious sound and right if they find it to be a terrible sound. Pupils share their justification for choice.
- Ask pupils how music makes them feel different emotions

Chapter 8: Snozzcumbers (7 pages)

- In what ways is Sophie like a friend to the BFG?



- When Sophie is confused by what the BFG says, the BFG begins to call her names and put her down by saying she knows absolutely know nothing human bean and her head is full of rotten-wool. Why do you think the BFG reacts like this and what do you notice about how Sophie reacts? *The BFG is being defensive as he thinks Sophie is making fun of him and Sophie realises this and remains calm. What would you do? How would you use your SEL strategies in this situation?*
- Why does the BFG not eat the vegetables in the fields when he is in England? What does honorable mean? *(You may wish to refer to the SEL lessons on stealing/ peer pressure and how the BFG was able to identify that this would not be ok to do and do what is right despite Sophie suggesting this as an option. Discuss the feelings of all those involved if the BFG did steal crops.)*

Activity

Writing Prompt: CELEBRATING DIFFERENCES

Divide the pupils into co-operative learning 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 groups a short time limit to write down as many feelings as they can on the piece of paper. Reporters to feedback on their groups responses. 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 reporter to share these. Discuss with the pupils that the BFG felt different because of the way he spoke, and that made him feel uncomfortable. However, when Sophie praised the BFG's way of speaking, he felt really good about himself. *Link to POTD*

Chapter 9: The Bloodbottler (8 pages)

- In what ways does The Bloodbottler bully the BFG? *Name calling, grabbing him and using his stature to intimate The BFG and threaten to cause hurt.*
- How did The BFG's feelings change towards The Bloodbottler in this chapter? *Nervous to confident.*
- What helped the BFG to become more confident in standing up to The Bloodbottler? *Sophie, as he used the same technique to change the topic of looking for the human bean to tasting the snozzcumber. Also remembering that Sophie asked why didn't he stand up to the Giants and when he realized Sophie was in danger he stepped up to protect her by standing up to The Bloodbottler because he made a promise that he would never allow the Giants to eat her.*
- Compare and contrast the description of the Bloodbottler with the BFG.

Activity

- **Writing Prompt – Persuasive Writing**
Snozzcubers Commercial/ Website: Like the BFG, In cooperative learning groups of 4 or 5 write and produce a commercial for the latest healthy snack for Giants, Snozzcubers. *Discuss the dietary preferences of the nine grumpy, gruesome giants. Note that they are all carnivores. Instruct students to design a website/commercial to sell the newest vegetarian snack for giants, Snozzcubers! How can they persuade their target audience—the nine giants—to try them? Instruct students to use humour, clever text and appealing graphics to sell their product. What flavours do Snozzcubers come in? Where can they be purchased? What is their nutritional value? Why is a vegetarian diet healthier for a growing giant? Have*



students examine and rate each other's websites and vote for an overall winner based on humour and effectiveness of persuasion.

- **Problem Solving** The BFG at the end of the chapter wants to make the Giants disappear and Sophie agrees to help him saying, 'Let me see if I can't think up a way of doing it.' In cooperative learning groups let's help them problem solve this using the Control Signals Poster/ 11 Steps for Problem Solving.

Chapter 10: Frobscottle and Whizzpoppers (6 pages)

- **Why did the author choose to put a chapter full of fun and laughter after a chapter of fear and fright?** *We know feelings change and if it was too uncomfortable to read the reader might not enjoy the book.*
- **'Whizzpopping is a sign of happiness.'** How has the author's choice of words created a sense of happiness? *Fun words e.g. whoopee, Sophie burst out laughing.*
- **Why did Sophie blush a little when she was explaining the nastier result of downward bubbles?** *Embarrassed because she was brought up to learn that this was a rude behavior.*
- **The author uses the word politely to describe Sophie when she asks the BFG to explain his thoughts on bubbles going upward, what other words or phrases used by the author describe Sophie's polite traits?** *Says please and thank you, asks for a glass instead of drinking out of the bottle, waits patiently, gives the BFG time to explain his thoughts as she values his opinion.*
- **Sophie follows the Golden rule and treats the BFG the way she would like to be treated, do you agree or disagree with this statement? Explain your answer.** *Pupils own answer but draw pupils' attention to BFG putting down Sophie and calling her names but yet Sophie chooses to ignore this and asks him politely and patiently to explain his opinions as she recognize he is being defensive because he has trouble with speech and understanding human beans.*

Activity

- **Writing Prompt - Sophie shares manners with The BFG and uses the words polite and rude. Make a list of rude and polite behaviours or these could be on cards and pupils sort into polite and rude or have a walking debate to discuss manners.**

Chapter 11: Journey to Dream Country (11 pages)

- **Sophie shared with the BFG that he was making her nervous by talking about the size of the Fleshlumpeater? What SEL strategy was Sophie doing by doing this?** *Self Control – Red Light Identifying the problem and how she was feeling.*
- **The Giants were bored what words or phrases did the author use to show this?** *They had nothing to do until nightfall, air of menace about them, loped slowly and then eventually got bored of their game and dumped the BFG on the ground.*
- **The BFG says human beans are even more nastier than the Giants, do you agree or disagree?** *Discuss the conversation between the BFG and Sophie on how human beans kill their own kind and no other animal or Giant does this. The BFG also comments that humans make their own rules to suit them.*

Activity

- **Think Pair Share Discussion Prompt:** How did the description of dream country make you feel? Pupils own answer



- **Writing Prompt: Use of Alliteration by the Giants to describe the BFG, 'Ruddy little runt! Mucky little midget! Squaggy little squib!'** This time use alliteration to describe the Giants.

Chapter 12: Dream- Catching (5 pages)

- **Why is the BFG excited about the first dream he catches?** *He caught a golden phizzwizard – a very rare exciting dream.*
- **Why did the BFG answer Sophie sharply?** *He wanted to concentrate to listen for the dreams but because his hearing was so sharp he heard the slightest movement from Sophie which was distracting him.*
- **When you are trying to concentrate on your work what distracts you/ What kind of conditions do you need to be able to concentrate on your work?** *Pupils own answers.*
- **How was the BFG different when he was dream catching?** *Focused on the task, quiet and listening intently and bossy.*
- **Why do you think the author made the BFG a dream catcher?** *Pupils own thoughts – Link that dreams are caught in the same way as butterflies and butterflies are delicate animals and how this contrasts to the other beastly human bean eating Giants so this job suits the character of the BFG.*

Activity

- **Writing Prompt – Instructional:**How to Catch a Dream Instructions
- **Art/Technology and Design:**Design a Dream Catcher

Chapter 13: A Trogglehumper for the Fleshlumpeater (10 pages)

- **What words tell us that Sophie was pleased to see the Giant suffer?** *Sophie said that it served him right and had no sympathy for the Giant. Excellent use of the bad dream and she congratulated the BFG for giving it to the Flashlumpeater.*
- **How did the trogglehumper make the Fleshlumpeater feel?** *Petrified, scared and remorseful.*

Activity

- **Writing Prompt - Narrative:** Fairy tales from a different perspective. Jack and the Beanstalk is used in the BFG but from the perspective of the Giants as the victims and Jack as the villain. Pupils rewrite other fairy tales from a different perspective e.g. Cinderella from the point of view of the Step mother and Ugly sisters as the victims and Cinderella as the villain i.e. spoilt child.
- **Writing Prompt – Letter:**Write a letter to Jack and ask him for his help in making the Giants disappear.
- **Talking and Listening Prompt with Drama:**Hot seat the Giant: Interview who thinks he saw a glimpse of Jack (The Giant Slayer) in the distance.

Chapter 14: Dreams (18 pages)

- **What's the difference in behaviour of the good dreams compared to a bad dream as it sits in the jar.** *Relate back to how we use the language of comfortable feelings and uncomfortable feelings and why we don't use good and bad through discussing their feelings. Difference between the comfortable and uncomfortable feelings inside the body and relate that to the dreams inside the jars behaviours.*
- **The BFG describes, 'Sometimes human beans is very overcome when they is hearing wondrous music. They is getting shivers down their spindels.'** Have



you ever felt that shiver down your spine? How were you feeling at the time?

Pupils' own answers

- **Which was your favourite dream and why?** *Pupils' own answers*
- **Why is the word *borrowed* in italics when the BFG explains how he got the book and learnt to read and write?** *He didn't want to admit he stole the book as he knew that is wrong and we know from previous chapters that he said he was an honourable giant not stealing the vegetables from human country. He also had the intention of returning it but he is still learning from it.*

Activity

- **Writing Prompt: Instructional texts - Recipes for Dreams:** **Ask pupils to make a recipe for a dream.** *They could set it out like a cooking recipe with ingredients and mixing instructions and there should also be a short description of the dream (which could be a "Golden Phizzwizard" or a "Trogglehumper"). When the recipes are finished, they could be made into a "Dream Recipe Cook Book".*

Chapter 15: The Great Plan (10 pages)

- **What has stopped the BFG from helping the human beans?** *Fear of being locked up in a zoo also, from what we know of the BFG's thoughts on human beans and how nasty they can be.*
- **Why did Sophie get angry?** *She had heard so many times of the BFG berating the human beans and Sophie wanted to make it clear that not all human beans are like he described and that there are human beans that are kind and honourable. She didn't like the BFG judgement of all humans bean tarred with the same unkindness and nastiest. She also showed respect for the Queen. Getting impatient with the BFG and passionate in helping save the human beans.*
- **Do you think Sophie's plan will work and that she and BFG will be able to convince the Queen to help?** *Pupils own answers. Relate to how Sophie has problem solved and overcome obstacles such as linking the dream to real life as soon as she wakes and preventing the BFG from being seen by humans before they have convinced the Queen.*

Activity

- **Writing Prompt: Headlines:** **Imagine you were reporting on the sightings of a Giant sneaking through London. In Cooperative learning groups write 3 headlines for the news.**

Chapter 16: Mixing the Dream (8 pages)

- **How does Sophie feel about giving the Queen a nightmare?** *She felt scared and didn't want to give the queen a nightmare as unlike the Giants she didn't deserve this.*
- **How did the BFG react when Sophie talked in her normal voice?** *It hurt his ears because of his sensitive hearing.*
- **Why did Sophie say, 'Thank you, kind sir,' to the BFG?** *He had given her a compliment and in SEL lessons we learn to say thank you when people give us a compliment.*
- **Why was Sophie's heart thumping?** *The nerves and adrenalin rush of what they were about to do.*

Activity



- **Writing/ Talking and Listening Prompt:** From the dreams activity in the Dreams chapter, join pupils into cooperative learning groups of 4 and ask them to create a new dream through mixing parts from all their dreams just like the BFG did in creating the Queen's dream - taking out the parts of the other dreams that weren't needed to make one dream.

Chapter 17: Journey to London (8 pages)

- **Why did Sophie feel ill?** *She was feeling a mixture of uncomfortable emotions and the adrenalin rush of what they were about to do and worrying will it work or will the BFG be captured and the Giants not stopping in their gobbling of human beans.*
- **Sophie and the BFG are a good partnership, do you agree or disagree with this statement.** *Pupils' Own Answers*

Activity

- **Writing Prompt:** If the BFG and Sophie were to travel through your local area, what kind of sights would they see and what would they need to jump over?

Chapter 18: The Palace (6 pages)

- **How did Sophie feel as she waited for the dream to work?** *Nervous she would be spotted due to her white nightie, she was terrified she might fall off the window sill and anxious about the dream for the queen and hoping it works.*
- **How has the choice of phrases and words in this chapter created a feeling of quietness and darkness?** *The BFG glided across the garden and melted into the shadow. How both Sophie and the BFG spoke in whisper, speechless, murmured and all movements carefully controlled.*
- **How does the BFG's kiss help us to understand how different Sophie's life is now she has the BFG?** *The BFG cares for her like a parent and she had never know such care as her time in the orphanage was horrid.*

Activity

- **Writing Prompt -**Write what you think could be the thoughts of both the BFG and Sophie while they wait for the dream to work.

Chapter 19: The Queen (14 pages)

- **Which word told you that Sophie was scared?** *Terrified* **What other words or phrases has the author used for this feeling?** *Gulped, gasped, screamed, white as a sheet, gripped the handles of the wheelbarrow, dead fain, took the smile right off her face etc...*
- **Which sentence tells us that the Queen was shocked to realise that Sophie knows her dream?** *'That pulled the Queen up short.'*
- **Why do you think the BFG took his time in appearing before the Queen?** *His fear held him back.* **What do you think the BFG said to himself to summon up the courage to appear?** *Pupils' own answers.*
- **Why did nobody notice the gardener?** *All eyes were transfixed on the BFG.*

Activity

- **Writing Prompt -** Compare the reactions of the maid and the Queen and discuss why they were so different.



Chapter 20: The Royal Breakfast (12 pages)

- What phrase tells us that the butler is embarrassed that he has calculated the wrong amount of eggs and other breakfast foods for the BFG? *Mr Tibbs looked down at his toes and his lips moved in silent prayer.*
- How has the choice of words and phrases created a feeling of urgency towards the end of the chapter? *Draw the pupils' attention to the dialogue between the Queen and king of Sweden and Sultan of Baghdad. The Queen summons the Head of Army and Air Force immediately.*

Activity

- **Writing Prompt:** Write a character profile of Mr Tibbs and explain why his traits helps him to do his job.

Chapter 21: The Plan (6 pages)

- What does grudgingly mean? Why do you think the Air Marshal admitted grudgingly that they could do as the BFG advised?
- What words or phrases used by the author describe that the Air Marshal and the Army General were struggling to control their temper? *'Snapped, Air Marshal's face turned the colour of a ripe plum, his face began to swell with fury and his cheeks blew out...like two ripe tomatoes, began to twitch and Feeling pretty miffed.'*
- Both the BFG and the Queen agreed that, 'Two wrongs don't make a right,' explain this statement and do you agree or disagree with this?

Activity

- **Writing Prompt: BFG's Translation Guide.** To help the Air Marshal and Army General understand what the BFG is saying create a translation sheet. *Divide the page in half and on one side label BFG's Language and then the other side Translation in English. Record all the words that the BFG says that are a little muddled and write what he meant to say in the translation side.*
- **Self-Awareness Activity: BELIEVING IN YOURSELF** The Air Marshal and the Army General were quick to give a negative attitude to the plan and were willing to simply give up had it not been for the Queen and the BFG both remaining calm and problem solving the obstacles. 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/ Post-it. (Pupils could also use their feeling cards here/ Feelings Dictionaries) Put two hula-hoops on the classroom floor. Label one hoop 'Comfortable Feelings' and the other 'Uncomfortable 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 uncomfortable 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 comfortable 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!*



Chapter 22: Capture! (16 pages)

- **How did the Head of the Army and Airforce react to the thought of the Giants waking up and gobbling them up?** *They were petrified and so went back into their jeeps to hide and be ready to escape if needed.*
- **Does the author want us to like the Head of the Airforce and Army? Explain your answer.**
- **Why was the BFG no longer afraid of the Giants?** *This time he had the support of the Queen, Sophie and a clear plan. Link to problem solving and team work in SEL lessons.*

Activity

- **Writing Prompt: Imaginative:** What do you think the BFG has in the bag?

Chapter 23: Feeding Time (3 pages)

- **The BFG always said Giants weren't as nasty as human beans because human beans killed their own, how do you think it made the BFG feel when the Fleshlumpeater said that they would have to then guzzle him (The BFG) up?**
- **If you wanted to send a thank you gift to the BFG and Sophie what would you send?** *Pupils' own answers*

Activity

- **Writing Prompt: News Report:** Imagine you are a newspaper journalist and are reporting of the events of the Giants arrival and imprisonment, Interview the key characters e.g. The BFG, Sophie, The Queen, the Head of the Airforce and Army, Laborer's that worked tirelessly to prepare the pit and local bystanders etc...

Chapter 24: The Author (4 pages)

- **How did people show that they were pleased the giants had been captured?** *The BFG and Sophie received many gifts from around the world including an elephant, a new home and medals.*
- **The author wrote that Sophie loved the BFG as she would a father. What does this tell us about the relationship between the BFG and Sophie?**
- **Why did the BFG not want his own name on the book?** *He was modest and humble* **Whose name did he use?** *Roald Dahl* **Do you know of any other authors that have done this?**
- **At the beginning of the book the BFG was afraid of the Giants and was bullied by them however without him the plan would never have worked and so he found the strength to stand up to his bullies and learn to problem solve. What SEL skills/lessons can we learn from the BFG?**

Activity

- **Writing: Book Review:** Pupils to complete a book review reflecting on all the events that have taken place and share their thoughts and opinions on this novel. (Link to SEL that we are all unique and have different tastes. *For Example, for some pupils this will be their favourite book of the year for others, perhaps they didn't enjoy the nonsense language used in the novel and found this confusing to read.*)



- **Literacy and Art Task:** Have pupils design a certificate of humility to be awarded to the BFG by the Queen. Include descriptive words that reflect the humble and extraordinary nature of the BFG in your art.