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ROALD DAHL

FANTASTIC MR FOX

LESSON PLANS

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Bring
Fantastic
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life in your
classroom!





LESSON PLAN 1:

THEME: Masters of Invention.

ENGLISH OBJECTIVES:

Create simple settings and plots for stories.

DESIGN & TECHNOLOGY OBJECTIVES:

Plan, make and evaluate a three-dimensional model of a story layout.

EXTRACT USED:

Chapter 2, pp. 7-9.

LESSON PLAN 2:

THEME: Makers of Mischief.

ENGLISH OBJECTIVES:

- Identify speech in a story.
- Plan and write a play.
- Use predictive skills to develop an extension to an existing story.

ART & DESIGN OBJECTIVES:

Design and make a character mask.

EXTRACT USED:

Chapter 18, pp. 81-82.

LESSON PLAN 3:

THEME: Masters of Invention.

ENGLISH OBJECTIVES:

- Identify the use of anthropomorphism by an author.
- Use speech to give a character a 'voice' in a story or play.

DESIGN & TECHNOLOGY OBJECTIVES:

- Research, generate and develop ideas for animal mask making through discussion, sketches and models.
- Select materials according to their functional and aesthetic qualities.

EXTRACT USED:

Chapter 17, pp. 72-75.

LESSON PLAN 4:

THEME: Masters of Invention.

ENGLISH OBJECTIVES:

Assess the effectiveness of their own and others' descriptive speaking and writing.

ART & DESIGN OBJECTIVES:

Use colour to convey emotion in artwork.

EXTRACT USED:

Chapter 4, pp. 16-18.

LESSON PLAN 5:

THEME: Masters of Invention.

ENGLISH OBJECTIVES:

Use deduction and inference skills whilst reading.

DESIGN & TECHNOLOGY OBJECTIVES:

- Design and make a digging machine.
- Use pulleys and levers in a tractor design.

EXTRACT USED:

Chapter 5, pp. 20-23.

LESSON PLAN 6:

THEME: Champions of Good.

ENGLISH OBJECTIVES:

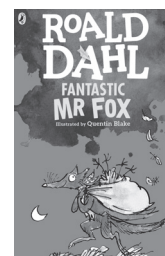
Consider and evaluate different points of view. Use persuasive language.

DESIGN & TECHNOLOGY OBJECTIVES:

- Design and make a dilemma board game.
- Include a battery light and buzzer in a board game design.

EXTRACT USED:

Chapter 14, pp. 58-61.



BOOK THEMES:

Masters of Invention

LESSON OBJECTIVES:

- Create simple settings and plots for stories.
- Plan, make and evaluate a three-dimensional model of a story layout.



PREPARATION:

You will need a copy of the extract, highlighter pens and an A3 copy of **RESOURCE 1: FANTASTIC MR FOX SETTING MAP** for individuals or pairs. You will also need an A3 copy of **RESOURCE 2: YOUR SETTING MAP** and an A4 copy of **RESOURCE 3: BUILD A 3D SETTING MAP** for the group work tasks.

Suggested materials for the 3D setting map activity:

- Each group will need a cardboard base-board to build their map on
- A selection of junk card for modelling
- PVA glue and glue sticks
- A selection of tape, e.g. sticky brown gummed tape, double-sided tape, masking tape
- Scissors
- Sponge (cut up to make tree foliage)
- A selection of paints and brushes
- A hot glue gun (to be used under adult supervision)

STARTER ACTIVITY:

Ask the children to read the **extract** and highlight the information Roald Dahl provides about the location of the story through his vivid descriptions of where Mr Fox and his family live. Make a list of the key pieces of information the children have discovered from the extract on the IWB or flipchart. Encourage the children to identify the positional vocabulary used, for example: *on*, *above*, *under*, etc.





MAIN ACTIVITY:

TASK ONE

What imaginary worlds have the children encountered in books? They may make links to films, television shows, computer games or even the imagined worlds that they play in. Do they think it helps when an author has a clear idea or map of the place they set their story in? Working in pairs, ask children to create a map of the setting of *Fantastic Mr Fox* using the key information prompts at the bottom of **RESOURCE 1: FANTASTIC MR FOX SETTING MAP**. Compare and contrast the different maps the children create.

TASK TWO

Organise the children into small groups. Introduce their task: to come up with an idea for a new story and draw a map of its setting onto **RESOURCE 2: YOUR SETTING MAP**. Encourage the children to think carefully about the characters and locations they choose. They could be real or fantasy, but the setting should relate to the plot of their story. The group will need to talk through their ideas for their plot and how their characters will move around the setting, ensuring everyone in the group contributes.

TASK THREE

Challenge each group to create a three-dimensional version of their setting map. **RESOURCE 3: BUILD A 3D SETTING MAP** provides guidance as to how each group could go about the task. Children then gather the materials they will need. Encourage them to avoid plastic, as it can be challenging to fix in a quick-build project like this. Wherever possible, ask the children to undo any junk card boxes and turn them inside out, as it is easier to paint on the plain card side.

TAKING IT FURTHER:

Using their completed map model, invite the children to add labels or captions to explain the various map features. They could take photographs of each of the features to use as illustrations for a handwritten storybook, or put them together as a photo story on the computer.



PLENARY:

Each team presents their map plans and 3D model to the class. Encourage groups to evaluate both their own and others' models. What problems did each group encounter, and what clever solutions did they devise to solve them? What worked well and why? What would they do differently next time?



EXTRACT

*From Chapter 2, pp. 7-9
(259 words)*

On a hill above a valley there was a wood.

In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr Fox and Mrs Fox and their four Small Foxes.

Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darling, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.

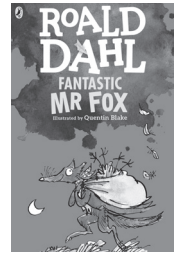


Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less still did they like anything to be stolen from them. So every night each of them would take his shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber.

But Mr Fox was too clever for them. He always approached the farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.



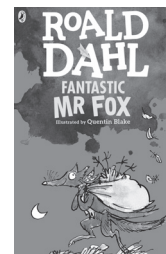
RESOURCE 1: FANTASTIC MR FOX SETTING MAP



Draw a map of where Mr Fox and the farmers live, including what you know about the wood and the farms from the book extract. Use the vocabulary at the bottom of the map to help you.

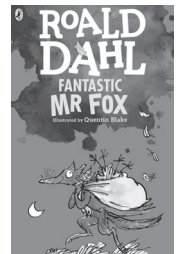
on	above	in	under	behind	end	down
hill	valley	tree	hole	wood	Chicken House Number 1	Chicken House Number 4

RESOURCE 2: YOUR SETTING MAP

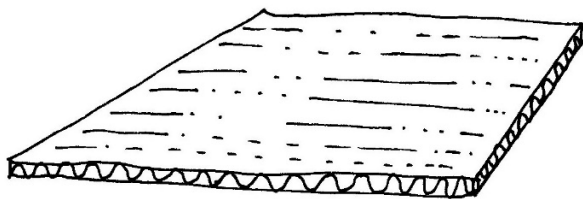


Plan a map of the setting of your group's story. You can choose real or imaginary characters and locations, so take your imaginations for a walk and listen to everyone's ideas.

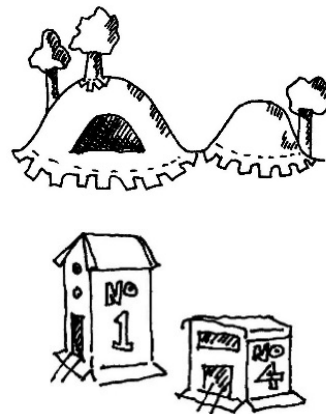
Characters						
Settings						



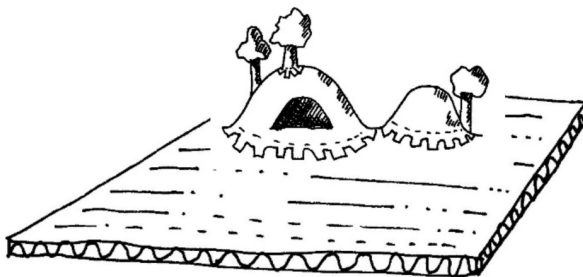
Have a look at these ideas to help you to build your own 3D setting map.



1. Use sturdy card from old packing cases or delivery boxes as the base board.

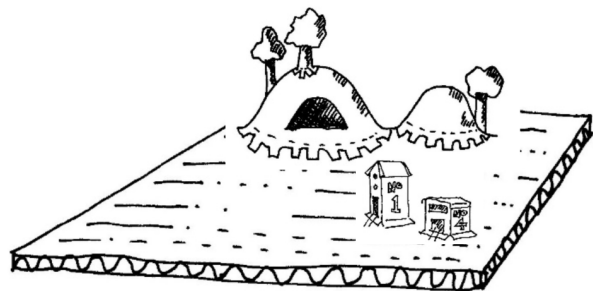


2. Construct all the key features from your story setting, including as much detail as you can.

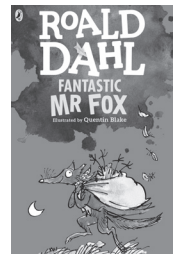


3. Attach 3D shapes to the board by cutting small slits at the bottom of the models to make a firm connection with the base board.

Fix in place with glue, tape or a cool melt gun (under adult supervision).



4. Paint your map.



BOOK THEMES:

Makers of Mischief

LESSON OBJECTIVES:

- Identify speech in a story.
- Plan and write a play.
- Use predictive skills to develop an extension to an existing story.
- Design and make a character mask.



PREPARATION:

You will need a copy of the two **extracts** for each individual or pair of readers. Each group will need two copies of **RESOURCE 1: SPEAKING IT ALOUD**, and an A3 copy of both **RESOURCE 2: WHAT HAPPENS NEXT?** and **RESOURCE 3: A PLAYSRIPT**.

Suggested materials for mask making:

- An assortment of card of different weights, sizes and colours
- Elastic
- Staplers
- Scissors
- Double-sided tape
- Mixed textiles media – fur, feathers, wool, fabric
- Marker pens
- PVA glue
- A hole punch

STARTER ACTIVITY:

Read through both **extracts** taken from the conclusion of *Fantastic Mr Fox*. Invite children to identify where the characters are speaking. Review the range of punctuation used to show when a character is speaking.

Invite two children to read the playscript in **RESOURCE 1: SPEAKING IT ALOUD** to illustrate how they can use the speech in a book to create a play. Highlight that characters speaking in a play are often having a conversation, or sharing their thoughts and feelings aloud with an audience.



MAIN ACTIVITY:

TASK ONE

Ask children to compare and contrast what happens to Mr Fox and his friends with the fate of the three farmers at the end of the book. Make a list of words that describe the two scenes and the different characteristics of all the animals and humans. Invite the children to share some ideas about how the characters might be feeling at the conclusion of the story. This is a great opportunity to explore emotive words and make links to the children's own experiences, e.g. how have they felt being caught in the rain, waiting for something to happen, finding the solution to a problem, working as a team or having a brilliant idea?

TASK TWO

Divide the class into smaller working groups and provide the groups with a copy of **RESOURCE 2: WHAT HAPPENS NEXT?** Explain that their task is to create a short playscript about what happens next. Firstly, they need to develop their ideas about what might happen next in the story, taking the ending of the book as their starting point. Ask all the groups to come together and share their key ideas.

TASK THREE

The final activity is for each group to convert their ideas into a short play using **RESOURCE 3: A PLAYSRIPT**. The children will need to list their characters, set where the scene/s take place and start to work out which character says what and when. Allow some time for the groups to rehearse their short play before presenting it to the class.

TAKING IT FURTHER:

Groups design and make cardboard masks for the characters in their short play. Encourage the children to measure their faces and heads to ensure their masks fit and to consider being able to move around a performance area safely! Some masks will stay in place with a band of elastic around the back, others may need strips of card over the top of the head and stapled into place. Groups can rehearse their plays with the masks before presenting their versions of 'what happened next'.

PLENARY:

Encourage positive feedback on each group's work. What did the audience think about how the story was developed? Did the masks add anything to the play? Did the speaking make sense? Was it funny, enjoyable, surprising?



EXTRACT 1

*From Chapter 17, pp. 78–80
(267 words)*

‘Thank you,’ said Mr Fox, grinning hugely. ‘But now my friends, let us be serious. Let us think of tomorrow and the next day and the days after that. If we go out, we will be killed, Right?’



‘Right!’ they shouted.

‘We’ll be shot before we’ve gone a yard,’ said Badger.

‘Ex-actly,’ said Mr Fox. ‘But who wants to go out, anyway; let me ask you that? We are all diggers, every one of us. We hate the outside. The outside is full of enemies. We only go out because we have to, to get food for our families. But now, my friends, we have an entirely new set-up. We have a safe tunnel leading to three of the finest stores in the world!’

‘We do indeed!’ said Badger. ‘I’ve seen ‘em!’

‘And you know what this means?’ said Mr Fox. ‘It means that none of us need ever go out into the open again!’

There was a buzz of excitement around the table.

‘I therefore invite you all,’ Mr Fox went on, ‘to stay here with me for ever.’

‘For ever!’ they cried. ‘My goodness! How marvellous!’ And Rabbit said to Mrs Rabbit, ‘My dear, just think! We’re never going to be shot at again in our lives!’

‘We will make,’ said Mr Fox, ‘a little underground village, with streets and houses on each side – separate houses for Badgers and Moles and Rabbits and Weasels and Foxes. And every day I will go shopping for you all. And every day we will eat like kings.’

The cheering that followed this speech went on for many minutes.



EXTRACT 2

From Chapter 18, pp. 81-82 (95 words)

Outside the fox's hole, Boggis and Bunce and Bean sat beside their tents with their guns on their laps. It was beginning to rain. Water was trickling down the necks of the three men and into their shoes.

'He won't stay down there much longer now,' Boggis said.

'The brute must be famished,' Bunce said.

'That's right,' Bean said. 'He'll be making a dash for it any moment. Keep your guns handy.'

They sat there by the hole, waiting for the fox to come out.

And so far as I know, they are still waiting.





Read the following playscript based on a conversation which takes place between Mr Fox and Badger on pp. 46-47 of *Fantastic Mr Fox*.



BADGER: Who goes there?
(in a deep voice)

MR FOX: Badger!
(cries out loudly)

BADGER: Foxy! My goodness me, I'm glad I've found *someone* at last! I've been digging around in circles for three days and nights and I haven't the foggiest idea where I am!

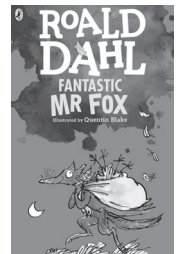
Haven't you *heard* what's happening up the hill? It's chaos! Half the wood has disappeared and there are men with guns all over the countryside! None of us can get out, even at night! We're all starving to death!

MR FOX: Who is we?

BADGER: All us diggers. That's me and Mole and Rabbit and all our wives and children. Even Weasel, who can usually sneak out of the tightest spots, is right now hiding down my hole with Mrs Weasel and six kids. What on earth are we going to do, Foxy? I think we're finished!

MR FOX: My dear old Badger, this mess you're in is all my fault...

BADGER: I know it's your fault! And the farmers are not going to give up till they've got you.
(angrily)



Plan what happens next in the story of *Fantastic Mr Fox*.
Remember, you can add new characters if you wish.

SCENE 1

Boggis, Bean and Bunce are sat in the rain outside the fox hole.

Inside there is a great feast going on with all the animals. And then ...



SCENE 2



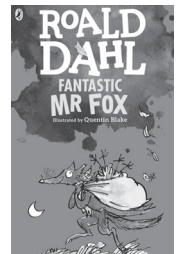
SCENE 3



SCENE 2

CHARACTERS

RESOURCE 3: A PLAYSRIPT



Use the table below to write out your playscript. Remember that the characters are having a conversation with each other.

Group:

Character name:	What the character says:



THEME: Master of Invention

LESSON OBJECTIVES:

- Identifying the use of anthropomorphism by an author.
- Using speech to give a character a 'voice' in a story or play.
- Researching, generating and developing ideas for animal mask making through discussion, sketches and models.
- Selecting materials according to their functional and aesthetic qualities.

PREPARATION:

You will need a copy of the **extract** for either individuals or pairs of readers, and a copy for each child of **RESOURCE 1: I AM A...**, **RESOURCE 2: ANIMAL MASK DESIGN SHEET** and **RESOURCE 3: JUST SAYING**. Additional copies of **RESOURCE 2: ANIMAL MASK DESIGN SHEET** will be useful.

Suggested materials for mask making:

- A selection of card in different thicknesses and colours
- A selection of textiles: wool, felt, string, raffia, cotton wool, fur
- Tissue, crêpe paper and cellophane
- Cool melt glue gun (used under adult supervision)
- PVA glue
- Stapler
- Scissors
- Double-sided tape
- Hole punch



STARTER ACTIVITY:

Throughout the story, Roald Dahl has given all the animals human characteristics. Explain to the children that this is called 'anthropomorphism'. Read aloud the **extract**, which describes what happens after Mr Fox has just raided Bean's Secret Cider Cellar. Ask the children what they already know about foxes in the wild. Where do they live? How do they move? What do they look like? What do they eat?



MAIN ACTIVITY:

TASK ONE

Reread the **extract** and invite the children to put their hands up and tell you when the animals are being given human characteristics. For example, Dahl describes how Mr Fox 'was humming to himself as he put the bricks back in place.' Does a fox know how to hum? Make a list of these human attributes on a board or flipchart, and compare the qualities of a fox in the wild with the character of Mr Fox.



TASK TWO

Invite the children to share either their favourite animal or one that interests them. Using the theme of the celebratory feast for the animals, provide each child with a copy of **RESOURCE 1: I AM A ...**. Children make notes about their chosen animal and think about its habitat, diet, movement, behaviour and appearance. Allow time for children to research their chosen animal using books or the Internet, paying particular interest to the colour and shape of their chosen animal's head.

TASK THREE

Children use their notes to design an animal mask to wear to the animal feast using **RESOURCE 2: ANIMAL MASK DESIGN SHEET**. Encourage them to annotate their design ideas with colour, texture and any other useful reminders. Remind them that they need to consider





the functional qualities of the materials they will use, as well as the look and feel of them. Designing should be an iterative process, so have extra copies of the resource sheet available in case anyone needs to have several goes at their design! The masks could be constructed in many ways. They could be made out of flat card that bends around the face and is secured by elastic or ties. They could also be made three-dimensional, to fit over the head like a helmet. Encourage the children to think what works best for their animal design. Allow enough time for children to construct and finish the animal masks to a high quality.

DEVELOPING THE ACTIVITY:

The children should now develop what their animal might say if it could speak like a human. Give them the scenario that their animal is attending Mr Fox's feast. What would they be saying, and to whom? Invite the children to work in pairs or small groups to start developing a conversation to write down on **RESOURCE 3: JUST SAYING**. Model how to use the correct punctuation for direct speech, and display as an example.

The conversations could also be recorded verbally on recordable speech bubbles, or written on blank speech bubbles cut from **RESOURCE 3: JUST SAYING**. The masks would make a fantastic display alongside the recorded or written conversations. The children could even develop their conversations into a short play script.



PLENARY:

Ask the children to think about how they made their animals anthropomorphic. Invite some children to share best examples of their animal characters. Which animals had strong human characteristics and why did they 'work' well as characters? Photograph the children in their masks.



EXTRACT

From Chapter 17, pp. 72-75 (372 words)

Back in the tunnel they paused so that Mr Fox could brick up the hole in the wall. He was humming to himself as he put the bricks back in place. 'I can still taste that glorious cider,' he said. 'What an impudent fellow Rat is.'

'He has bad manners,' Badger said. 'All rats have bad manners. I've never met a polite rat yet.'

'And he drinks too much,' said Mr Fox, putting the last brick in place. 'There we are. Now, home to the feast!'

They grabbed their jars of cider and off they went. Mr Fox was in front, the Smallest Fox came next and Badger last. Along the tunnel they flew ... past the turning that led to Bunce's Mighty Storehouse ... past Boggis's Chicken House Number One and then up the long home stretch towards the place where they knew Mrs Fox would be waiting.

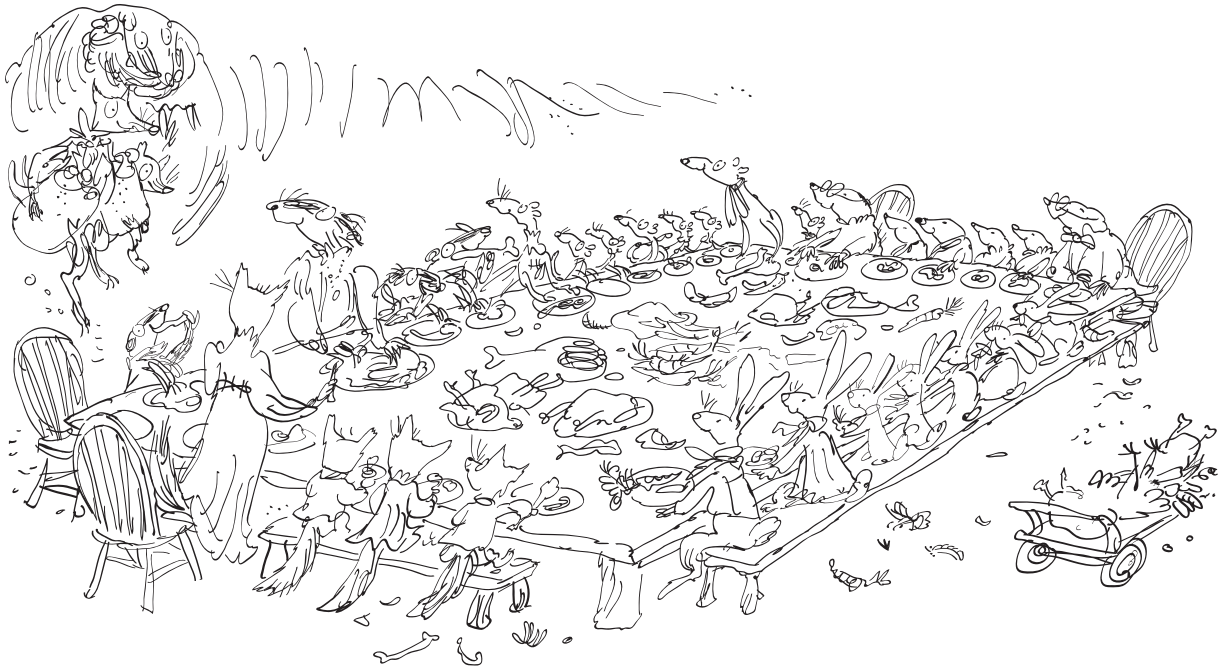
'Keep it up, my darlings!' shouted Mr Fox. 'We'll soon be there! Think what's waiting for us at the other end! And just think what we're bringing home with us in these jars! That ought to cheer up poor Mrs Fox.' Mr Fox sang a little song as he ran:

'Home again swiftly I glide
Back to my beautiful bride.
She'll not feel so rotten
As soon as she's gotten
Some cider inside her inside.'

Then Badger joined in:

'Oh poor Mrs Badger, he cried,
So hungry she very near died.
But she'll not feel so hollow
If only she'll swallow
Some cider inside her inside.'



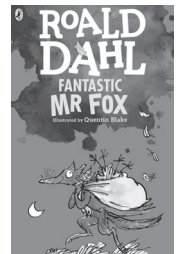


They were still singing as they rounded the final corner and burst in on the most wonderful and amazing sight any of them had ever seen. The feast was just beginning. A large dining-room had been hollowed out of the earth, and in the middle of it, seated around a huge table, were no less than twenty-nine animals. They were:

Mrs Fox and the three Small Foxes.
Mrs Badger and three Small Badgers.
Mole and Mrs Mole and four Small Moles.
Rabbit and Mrs Rabbit and five Small Rabbits.
Weasel and Mrs Weasel and six Small Weasels.

The table was covered with chickens and ducks and geese and hams and bacon, and everyone was tucking into the lovely food.

RESOURCE 1: I AM A...



This sheet is for making notes about your chosen animal. Research carefully what the head of the animal looks like, thinking about its colours, textures and features.

My chosen animal is a:

Appearance:

Habitat:

Diet:

**The colours
and texture of skin or hair
on the animal's head:**

**Movement and
behaviour**





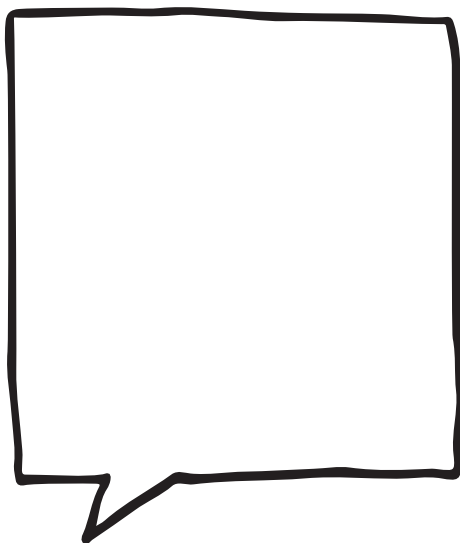
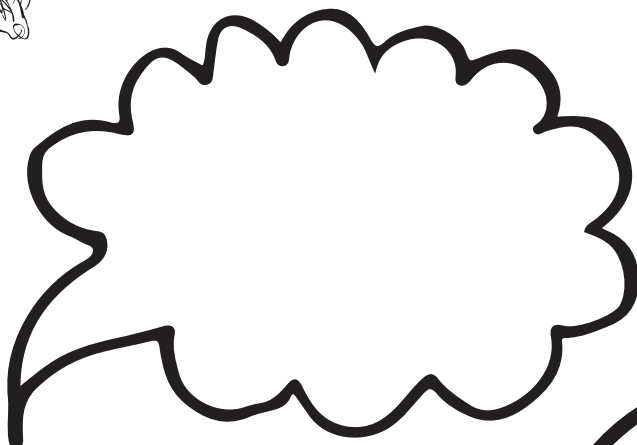
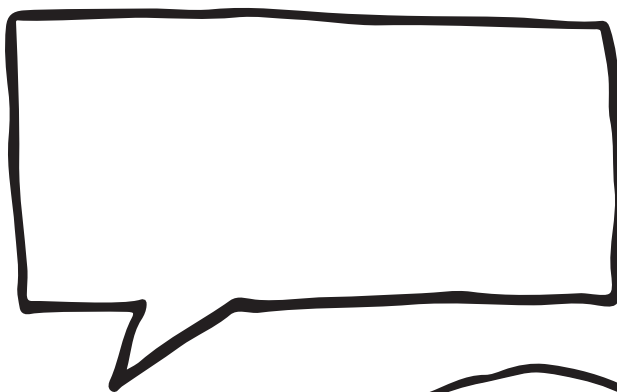
Using your research, sketch out ideas for your mask. It might take several attempts! Think about the shape and how you will cut out and fix the materials together. You will also need to think about how you will secure the mask to your head!

Chosen animal

Designer



Think about the 'voice' for your animal. What will they say to the other animals at the feast? Write what your animal says in the speech bubbles.





THEME: Master of Invention

LESSON OBJECTIVES:

- Assess the effectiveness of their own and others' descriptive speaking and writing.
- Use colour to convey emotion in artwork.

PREPARATION:

You will need a copy of both the **extract** and **RESOURCE 1: BORING SENTENCES?** for each child or pair of children, and a copy of **RESOURCE 2: COLOUR MATCHING CARDS** and **RESOURCE 3: COLOUR MATCHING CARDS - MEANINGS** for each group. You may also wish to provide a copy of **RESOURCE 4: COLOUR MATCHING CARDS - BLANKS** to extend children's thinking. You will need art materials of your choice for **TASK THREE**.

STARTER ACTIVITY:

Start by asking the children to read the **extract** to themselves – this could be individually or as paired readers. Invite the children to share what Roald Dahl's writing made them feel. Was it excitement? Fear? Anxiety? Make a list of the different emotions everyone felt. Did everyone feel the same or different?

MAIN ACTIVITY:

TASK ONE

Reread the **extract**. How does Roald Dahl make the children feel different emotions? Was it the type of words he uses? How do adjectives and choice of verbs help to show us the emotions of a character? Look at the use of *shouted*, *quivering*, *sobbed*, *gathered*, *electric*, *ordered*, etc. Look at the punctuation Dahl uses. How does punctuation affect the meaning of the words and sentences? Identify how Dahl uses different lengths of sentences in different parts of this extract to create tension or excitement. Gather all of the children's ideas on the IWB or flipchart.



TASK TWO

Challenge the children, individually or in pairs, to make changes to the sentences in **RESOURCE 1: BORING SENTENCES?** The sentences are not very interesting, so how can the children use inventive vocabulary and interesting punctuation to convey more emotion? Share some of the clever sentences the children come up with!

TASK THREE

Explain to the children that words can create feelings when used in certain ways. The same thing happens in art when different colours are used. Colours can mean different things to different people, and in different cultures or situations. An example is the colour red - what does it make them think of? The children may offer danger, heat or a warning. Explain that in Chinese culture, the colour red is lucky! Provide small groups with **RESOURCE 2: COLOUR MATCHING**

CARDS and **RESOURCE 3: COLOUR MATCHING CARDS - MEANINGS**. Each group should match the colours to the meanings. As an extension, children could use **RESOURCE 4: COLOUR MATCHING CARDS - BLANKS** to create their own colour and meaning cards.

Explain that artists use colour in the same way that writers use words and punctuation. Take a look at the work by the German Expressionist painter, Franz Marc (1880-1916) and his painting of *The Fox* (1913). Compare it one of his earlier paintings entitled *Blue Fox* (1911), in which the fox is blue-black. What was he trying to show the viewer by his use of colour in each painting? How do the colours make the children feel?





Review the emotions the children felt when they read the extract about the foxes in danger. Ask the children to show those emotions by creating a picture of that part of the book – this could be painted, collaged or printed. Challenge them to choose colours that will show the emotions of the fox family.

DEVELOPING THE ACTIVITY:

The children could choose another part of the story to create a contrasting piece of artwork – for example, the joyous feast at the end of the book, or when Mr Fox discovers how to steal all the food without the farmers knowing. The artwork might be set in a different season or at an alternative time of the day. The children should think carefully about how they will convey the emotions of the scene with the colours they use.

Create an exhibition of all the artwork. Each of the children's pictures should be accompanied by a description of why they choose the colours they did, and what they wanted to convey to the viewer.

PLENARY:

Invite two artists from the class to display and explain the emotional qualities of their artwork. What worked particularly well and why? Ask other class members to critique the artwork in positive ways. Challenge them to think about what they might change or do differently next time.



EXTRACT

From Chapter 4, pp. 16-18 (468 words)

There was no food for the foxes that night, and soon the children dozed off. Then Mrs Fox dozed off. But Mr Fox couldn't sleep because of the pain in the stump of his tail. 'Well,' he thought, 'I suppose I'm lucky to be alive at all. And now they've found our hole, we're going to have to move out as soon as possible. We'll never get any peace if we ... What was that?' He turned his head sharply and listened. The noise he heard now was the most frightening noise a fox can ever hear – the scrape-scrape-scraping of shovels digging into the soil.

'Wake up!' he shouted. 'They're digging us out!'

Mrs Fox was wide awake in one second. She sat up, quivering all over. 'Are you sure that's it?' she whispered.

'I'm positive! Listen!'

'They'll kill my children!' cried Mrs Fox.

'Never!' said Mr Fox.

'But, darling, they will!' sobbed Mrs Fox. 'You know they will!'



Scrunch, scrunch, scrunch went the shovels above their heads. Small stones and bits of earth began falling from the roof of the tunnel.

‘How will they kill us, Mummy?’ asked one of the Small Foxes. His round black eyes were huge with fright. ‘Will there be dogs?’ he said.

Mrs Fox began to cry. She gathered her four children close to her and held them tight.

Suddenly there was an especially loud crunch above their heads and the sharp end of a shovel came right through the ceiling. The sight of this awful thing seemed to have an electric effect upon Mr Fox. He jumped and shouted, ‘I’ve got it! Come on! There’s not a moment to lose! Why didn’t I think of it before!’



‘Think of what, Dad?’

‘A fox can dig quicker than a man!’ shouted Mr Fox, beginning to dig. ‘Nobody in the world can dig as quick as a fox!’

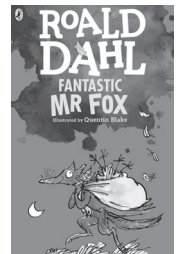
The soil began to fly out furiously behind Mr Fox as he started to dig for dear life with his front feet. Mrs Fox ran forward to help him. So did the four children.

‘Go downwards!’ ordered Mr Fox. ‘We’ve got to go deep! As deep as we possibly can!’

The tunnel began to grow longer and longer. It sloped steeply downward. Deeper and deeper below the surface of the ground it went. The mother and the father and all four of the children were digging together. Their front legs were moving so fast you couldn’t see them. And gradually the scrunching and the scraping of the shovels became fainter and fainter.

After about an hour, Mr Fox stopped digging. ‘Hold it!’ he said. They all stopped. They turned and looked back up the long tunnel they had just dug. All was quiet. ‘Phew!’ said Mr Fox. ‘I think we’ve done it! They’ll never get as deep as this. Well done, everyone!’

RESOURCE 1: BORING SENTENCES?



These are REALLY boring sentences! Try **changing** or **adding** some words to show the emotions of the characters. Add some punctuation to create some pizazz!

1. 'They're getting closer,' said Mr Fox.

.....

2. The foxes walked to the end of the tunnel and sat down.

.....

3. Mrs Fox listened to the shovels above her head.

.....

4. Mr Fox thought, 'Oh, the farmers are getting closer.'

.....

5. 'The farmers were digging the soil.

.....

6. 'I have a plan,' said Mr Fox.

.....

7. 'The foxes started to dig.

.....

8. When the tunnel was finished, Mr and Mrs Fox went home.

.....



RESOURCE 2: COLOUR MATCHING CARDS - COLOURS



RED

BLUE

YELLOW

GREEN

WHITE

PURPLE





ENVIOUS

IMPORTANT

SAD

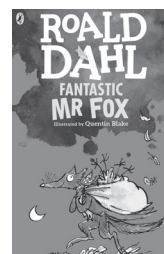
INNOCENT

CHEERFUL

ANGRY



RESOURCE 4: COLOUR MATCHING CARDS - BLANKS





THEME: Master of Invention

LESSON OBJECTIVES:

- Use deduction and inference skills whilst reading.
- Design and make a digging machine.
- Use pulleys and levers in a tractor design.

You will need a copy of the extract for each individual child or pair of children, one A4 copy of **RESOURCE 1: NEED/WANT** and one A3 copy of **RESOURCE 3: DIG THAT DESIGN!** for each child. Pairs of children require a copy of **RESOURCE 2: DESIGN MAP**.

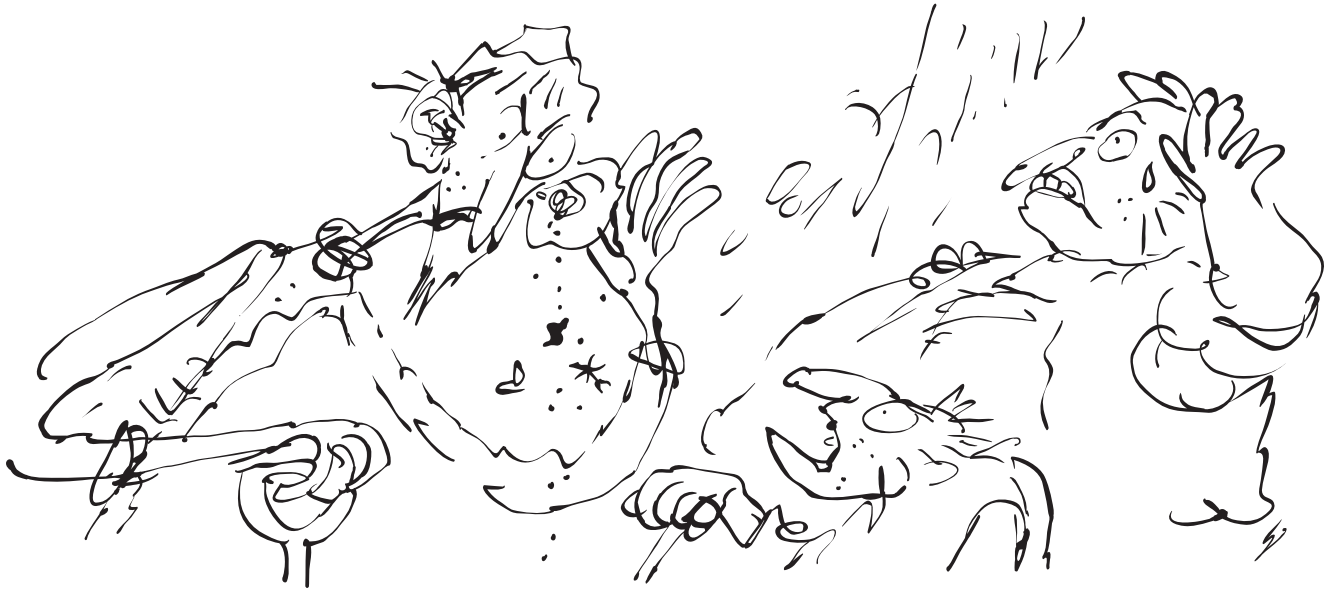
Suggested model-making materials:

- Variety of thicknesses and types of card, e.g. corrugated, packing box, smooth, textured
- Scissors
- Cool glue gun (with adult supervision)
- Staplers
- Double-sided tape
- Metal coat hangers (to make handles and axles)
- Wire cutters (with adult supervision)
- Straws and thin cardboard tubes (for axles)
- Selection of round- and square-section balsa wood and doweling
- Hand-saws (with adult supervision)
- Vice to hold wood whilst being cut
- Split pins (for levers)
- Ready-cut wooden or card wheels.

STARTER ACTIVITY:

Explain to the children that just before the extract, Mr Fox has upset the three farmers (Boggis, Bunce and Bean) by stealing food from their farms. They have tried several ways to get rid of the fox and are now contemplating what to do next. Read the extract together.





MAIN ACTIVITY:

TASK ONE

Ask the children to think about how the farmers' plans to catch Mr Fox develop in the story. The way that their plans evolve is exactly what happens in design! There is a need or a want that is met by a solution. What do the children think is the difference between a 'need' and a 'want'? Provide individuals with **RESOURCE 1: NEED/WANT** to note down their needs and wants for machines they know about. Use the following questions to support their thinking:

- What mechanical things do you use?
- Why do you need to use any machines?
- What is your favourite machine?
- What would your fantasy machine look like, and what features would it have?

TASK TWO

Thinking about the three farmers and their problem with Mr Fox, children work in pairs to complete **RESOURCE 2: DESIGN MAP**. Challenge each pair to map out what they think the farmers' design process is to get rid of Mr Fox in the story.

- What are the farmers' problems?
- What do the farmers need?
- What do the farmers want?
- How do they solve their problems?



TASK THREE

Introduce the children's task to design a machine that will dig out Mr Fox! At this point, the children could do some further research on tractors, earthmovers and digging machines. They will also need some knowledge of pulleys and levers, and of fixing materials effectively.

Invite the children to work through the design process of identifying a need or want – which, in this case, is a digging machine. They need to come up with several ideas. Use **RESOURCE 3: DIG THAT DESIGN!** as a designing template. The following questions will help to prompt thinking:

What will the machine be digging: soft soil, hard rock, loose gravel or stones?

Does the machine need to move? What will power it?

What type of ground will it be travelling over?

How will it move: caterpillar tracks, wheels, skis?

How many people will it transport? Do they need seats for sitting in for a short or long time?

Will they be travelling for a short or long time?

Think about how the digging part will work. Will you need to use levers to make the parts move?

Will you need to use pulleys to raise or lower the digging part of the machine?

DEVELOPING THE ACTIVITY:

Build a prototype of the design in cardboard or using a construction kit. Remind the children to test their ideas as they build, and to make adjustments in the light of their testing. When all the machines are assembled, the children should evaluate their own work and that of the other children.

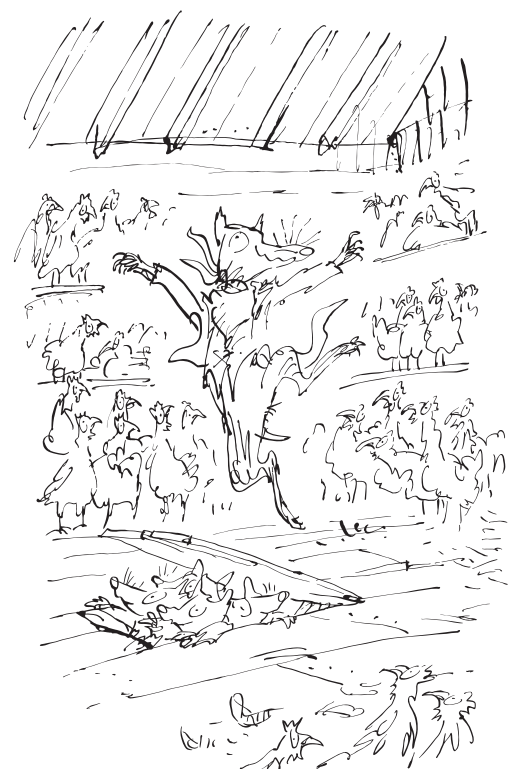
PLENARY:

Once the children have evaluated their own work and had an opportunity to evaluate all the other digging machine designs, invite them to share their ideas.

What worked really well?

What didn't work so well but could be improved next time?

Were there any surprises or challenges in this design and build project?





EXTRACT

From Chapter 5, pp. 20-23 (490 words)

As the sun rose the next morning, Boggis and Bunce and Bean were still digging. They had dug a hole so deep you could have put a house into it. But they had not yet come to the end of the foxes' tunnel. They were all very tired and cross.

'Dang and blast!' said Boggis. 'Whose rotten idea was this?'

'Bean's idea,' said Bunce.

Boggis and Bunce both stared at Bean. Bean took another swig of cider, then put the flask back into his pocket without offering it to the others. 'Listen,' he said angrily, 'I want that fox! I'm going to get that fox! I'm not giving in till I've strung him up over my front porch, dead as a dumpling!'

'We can't get him by digging, that's for sure,' said the fat Boggis. 'I've had enough of digging.'

Bunce, the little pot-bellied dwarf, looked up at Bean and said, 'Have you got any more stupid ideas, then?'

'What?' said Bean. 'I can't hear you.' Bean never took a bath. He never even washed. As a result, his earholes were clogged with all kinds of muck and wax and bits of chewing-gum and dead flies and stuff like that. This made him deaf. 'Speak louder,' he said to Bunce, and Bunce shouted back, 'Got any more stupid ideas?'

Bean rubbed the back of his neck with a dirty finger. He had a boil coming there and it itched.

'What we need on this job,' he said, 'is machines ... *mechanical* shovels. We'll have him out in five minutes with *mechanical* shovels.'

This was a pretty good idea and the other two had to admit it.



‘All right then,’ said Bean, taking charge. ‘Boggis, you stay here and see the fox doesn’t escape. Bunce and I will go and fetch our machinery. If he tries to get out, shoot him quick,’

The long, thin Bean walked away. The tiny Bunce trotted after him. The fat Boggis stayed where he was with his gun pointing at the fox-hole.

Soon two enormous caterpillar tractors with mechanical shovels on their front ends came clanking into the wood. Bean was driving one, Bunce the other. The machines were both black. They were murderous, brutal-looking monsters.

‘Here we go, then!’ shouted Bean.

‘Death to the foxes!’ shouted Bunce.

The machines went to work, biting huge mouthfuls of soil out of the hill. The big tree under which Mr Fox had dug his hole in the first place was toppled like a matchstick. On all sides, rocks were sent flying and trees were falling and the noise was deafening.

Down in the tunnel the foxes crouched, listening to the terrible clanging and banging overhead.

‘What’s happening, Dad?’ cried the Small Foxes. ‘What are they doing?’

Mr Fox didn’t know what was happening or what they were doing.

‘It’s an earthquake!’ cried Mrs Fox.

‘Look!’ said one of the Small Foxes. ‘Our tunnel’s got shorter! I can see daylight!’



RESOURCE 1: NEED/WANT



Think of three different machines. What features do you **need** from them?

What features do you **want**?

Machine type	Need	Want
SPACE SHIP	<p>BE AERODYNAMIC.</p> <p>Have a reliable oxygen supply.</p> <p><i>Padded seats for sitting in for long periods of time.</i></p> <p>Reliable form of propulsion to get from Earth to outer space.</p> <p>FULLY FITTED WITH FOOD SUPPLY, WASH FACILITIES AND A TOILET!</p>	<p>Super shiny silver outer surface.</p> <p>GAMES CONSOLES AT ALL SEATS.</p> <p><i>Good springs under the seats for landing.</i></p> <p>My name on the outside.</p>

Machine type	Need	Want



Illustrations © Quentin Blake

RESOURCE 1: NEED/WANT



Machine type	Need	Want

Machine type	Need	Want



Make notes about how the farmers found a solution to their problem with Mr Fox in the extract from the story.

The farmers' PROBLEM

What do they NEED to do?
Why?

What do they WANT to do?
Why?



What IDEAS do they have?

How do they SOLVE
their problem?

RESOURCE 3: DIG THAT DESIGN



Name of project	Designer	Materials	Tools



THEME: Champions of Good

LESSON OBJECTIVES:

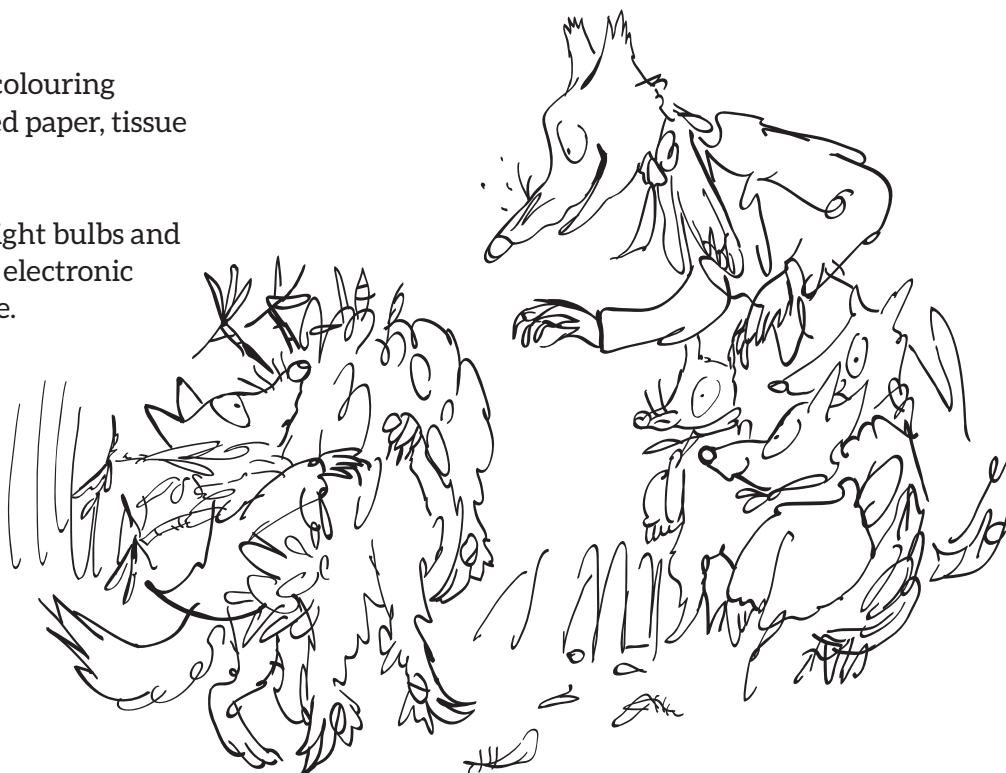
- Consider and evaluate different points of view.
- Use persuasive language.
- Design and make a dilemma board game.
- Include a battery light and buzzer in a board game design.

PREPARATION:

You will need a copy of the **extract** for each individual child or pair of children, one set of **RESOURCE 1: DILEMMA CARDS** and a copy of **RESOURCE 3: GAME IDEAS** for each pair of children. Each individual child will also need a copy of **RESOURCE 2: CONSEQUENCES**.

Board game materials:

- Firm card for base boards
- White paper
- Rulers
- Scissors
- Pens or pencils for colouring
- Selection of gummed paper, tissue or collage papers
- PVA glue
- Buzzers, batteries, light bulbs and wires for adding an electronic element to the game.





STARTER ACTIVITY:

Read aloud the **extract** in which Roald Dahl describes the conversation between Mr Fox and Badger in the tunnel near Bean's Cider Cellar. Ask the children to consider what the conversation is about.

- What is Mr Fox proposing?
- Does Badger agree with Mr Fox?
- Do they have different points of view about breaking into Bean's Cider Cellar?
- What does it mean to persuade someone?
- Have the children ever had to persuade someone – maybe to stay up a little later at home, to go on a trip somewhere, or to buy something they really want?

MAIN ACTIVITY:

TASK ONE

Invite the children to share their ideas about what they think a dilemma is. Do they have any examples of dilemmas they have been in, seen on television, or read in other books? Sometimes people solve their dilemmas by themselves and sometimes they can be persuaded to come to a conclusion by another person.

- What was Badger's dilemma?
- Was it right that Mr Fox tried to persuade Badger to agree with him?
- What might have happened if Badger had not been persuaded?

Ask the children to sit in a circle and place two chairs facing each other in the centre. Invite a pair of children to sit on the chairs. Hand one of them a DILEMMA card and one the corresponding ARE YOU PERSUADED? card from **RESOURCE 1: DILEMMA CARDS**. They should read the cards. One child will be the 'persuader' and the other will have to decide if they are persuaded. You can repeat with the other cards or with the children in pairs at their tables. Who was the most persuasive and why? What language did they use? Refer back to the extract to look at the words used by Mr Fox to persuade Badger.





TASK TWO

The next part of the activity will be to design and make a board game that is based on the dilemmas in *Fantastic Mr Fox*. Challenge the children to come up with ideas for dilemmas to include. Examples could be Mr Fox having to take risks to find food for his family, or what the Fox family had to do when the farmers started to dig them out of their home.

Look at simple board games such as 'Snakes and Ladders', where landing on certain squares has consequences. Show children the dilemmas on **RESOURCE 2: CONSEQUENCES**. Explain that they need to work out two alternative outcomes for each dilemma – one good, one bad! These can be incorporated into their game later.

TASK THREE

Challenge the children to work in pairs to design a board game based on *Fantastic Mr Fox*. They should use **RESOURCE 3: GAME IDEAS** to work out the key features of their game.

Encourage the children to add to the excitement of playing by including some electronic features in their game. For example, they might make simple hinged pressure pads on certain areas of the board that involve two contacts being joined to make a buzzer sound or a light come on. The game could also include opportunities for players to take cards when they land on certain squares. These cards could be consequence or choice cards.

Invite the children to make their board games using cardboard bases and adding paper with their designs on the top. The boards should be decorated to be attractive and interesting. The children can test out their board games on others in the class or on other children in the school.

DEVELOPING THE ACTIVITY:

The board games could be translated into a software format to be played on a computer.



PLENARY:

Did any of the children experience any dilemmas whilst designing their board games? If so, how did they solve those dilemmas? Did they need to use their skills of persuasion?



EXTRACT

From Chapter 14, pp. 58-61 (332 words)

‘Just one more visit!’ cried Mr Fox.

‘And I’ll bet I know where that’ll be,’ said the only Small Fox now left. He was the Smallest Fox of them all.

‘Where?’ asked Badger.

‘Well,’ said the Smallest Fox. ‘We’ve been to Boggis and we’ve been to Bunce but we haven’t been to Bean. It must be Bean.’

‘You are right,’ said Mr Fox. ‘But what you don’t know is which *part* of Bean’s place we are about to visit.’

‘Which?’ they said both together.

‘Ah-ha,’ said Mr Fox. ‘Just you wait and see.’ They were digging as they talked. The tunnel was going forward fast.



Suddenly Badger said, 'Doesn't this worry you just a tiny bit, Foxy?'

'Worry me?' said Mr Fox. 'What?'

'All this ... this *stealing*.'

Mr Fox stopped digging and stared at Badger as though he had gone completely dotty. 'My dear old furry frump,' he said, 'do you know anyone in the *whole world* who wouldn't swipe a few chickens if his children were starving to death?'

There was a short silence while Badger thought deeply about this.

'You are far too respectable,' said Mr Fox.

'There's nothing wrong with being respectable,' Badger said.

'Look,' said Mr Fox, 'Boggis and Bunce and Bean are out to kill us. You realise that, I hope?'

'I do, Foxy, I do indeed,' said the gentle Badger.

'But we're not going to stoop to their level. We don't want to kill them.'

'I should hope not, indeed,' said Badger.

'We wouldn't dream of it,' said Mr Fox. 'We shall simply take a little food here and there to keep us and our families alive. Right?'

'I suppose we'll have to,' said Badger.

'If they want to be horrible, let them,' said Mr Fox. 'We down here are decent peace-loving people.'

Badger laid his head on one side and smiled at Mr Fox. 'Foxy,' he said, 'I love you.'

'Thank you,' said Mr Fox. 'And now let's get on with the digging.'

RESOURCE 1: DILEMMA CARDS



DILEMMA!

Your friend has a computer game you would like to try but you're not sure they will lend it to you.

ARE YOU PERSUADED?

You have a computer game that you know your friend would like to borrow... but they didn't return the last one very quickly.

DILEMMA!

Your friend has been given the most **ENORMOUS** bar of chocolate, which you would like them to share with you.

ARE YOU PERSUADED?

You have been given the most **ENORMOUS** bar of chocolate that you are looking forward to eating by yourself soon.

DILEMMA!

You have been told not to eat biscuits before lunch, but you are hungry. You ask your friend to go and get one for you.

ARE YOU PERSUADED?

Your friend has asked you to go and get them a biscuit before lunch... which you have been told not to do!

DILEMMA!

A friend has come over to play but they don't want to play the game you have suggested.

ARE YOU PERSUADED?

You have been invited to a friend's house but you don't want to play the game they have suggested.

DILEMMA!

ARE YOU PERSUADED?



What happens when you make different choices?

IF THIS HAPPENS ...

The Fox family's supply of food is dwindling, fast!



WILL THIS HAPPEN?

OR THIS?

IF THIS HAPPENS ...

Boggis has spent time and money growing his chickens but he now has fewer than when he started.

WILL THIS HAPPEN?

OR THIS?

IF THIS HAPPENS ...

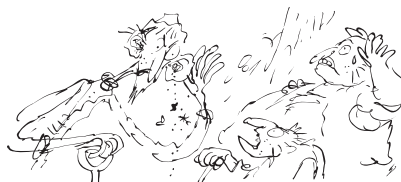
Mr Fox has found a way of stealing food from the farmers but his hungry friends haven't worked it out yet.

WILL THIS HAPPEN?

OR THIS?



Plan your ideas for
your board game.



Number of players?	Age of the players?
Do you need a dice or a spinner?	How does the game start?
What dilemmas have you included in your game? Are there any rewards or penalties for landing in certain places on the board?	
Have you included different routes in the game, depending on what direction players choose?	How will someone become the winner of the game?

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Micron £5.95 Pack of 250

111775 A3 Pastel Card 200

Micron £5.20 Pack of 125

736376 Double Sided Tape

25mm x 33m £1.34



LESSON PLAN 3

339874 Felt Squares £18.09 Pack of 100

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718300 White Cotton String Medium £2.84

112801 A4 Coloured Card 280 Micron £11.60 Pack of 200

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Paint 600ml £14.79 Pack of 20

728306 YPO Coloured

Pencils £15.00 Pack of 288

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Bulletin Board £14.99

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702155 Rapesco Grouper

Full Strip Stapler £1.87

71514X 26/6 Staples £0.39

Pack of 5000

736376 Double Sided Tape

25mm x 33m £1.34

75367X YPO Paper Fasteners

25mm £3.22 Pack of 500

510133 Assorted Wheels

£7.79 Pack of 180

53594X Balsa Thin Sheet

75mm £17.25 Pack of 30

533114 Dowel 6mm £5.49

Pack of 50

54857X Woodcraft Economy

Vice 150mm £35.50

545295 Cardboard Tubes Pack

£13.70 Pack of 60

550981 White Artstraws

4mm Width £14.25 Pack of 1800

LESSON PLAN 6

31336X School Scissors

£11.35 Pack of 32

728306 YPO Coloured

Pencils £15.00 Pack of 288

118532 Tissue Paper

Sheets £11.00 Pack of 480

11393X Gummed Paper

Gloss Squares £4.55

Pack of 300

137049 SRA2 White Card

500 Micron £3.15 Pack of 10

112259 SRA2 White

Printing Paper £17.75

Pack of 500

705365 Clear 30cm Ruler

£12.30 Pack of 100

468320 Buzzer 3 Volt

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46824X Battery Holder

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