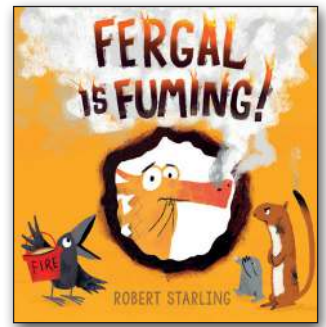


LESSON IDEAS INSPIRED BY FERGAL IS FUMING BY ROBERT STARLING



Robert Starling is an illustrator, painter and primary school teacher based in Norwich. *Fergal is Fuming* is his debut picture book.

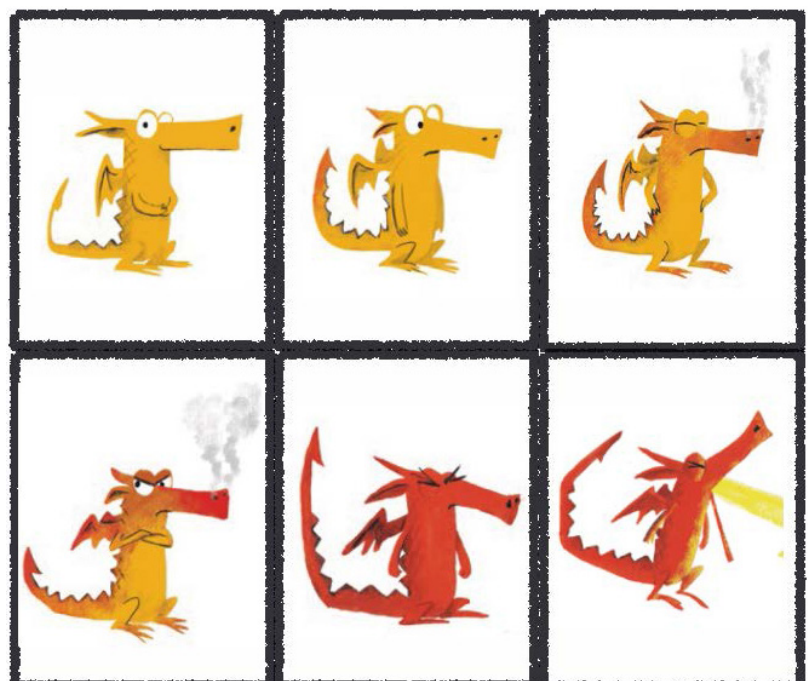
The following are some discussion questions and ideas for using *Fergal is Fuming* in the classroom for Early Years and KS1:

LOOK AT THE FRONT COVER

- What's happened?
- How do you think the other animals feel?
- How does Fergal feel?
- What does fuming mean? Where do you get fumes?
- What other words could we use instead?
- Why do you think he is fuming?

PAGES 1-2: 'FERGAL GETS VERY...VERY...ANGRY!'

How does it feel when you get angry? Describe what happens in your body. Talk through the Fergal Mood Thermometer and flashcards (full size copies can be found in this document).



PAGES 3-6: 'FERGAL HAS TO EAT ALL HIS VEGETABLES'

PSHE/Science:

Why should Fergal eat his greens?

What don't you like to eat?

How could we encourage Fergal to eat his greens?

Design a yummy plate of food for Fergal. It needs to have as many different colours as you can think of!

What pudding would you order?



English:

Write a poem about the tastiest foods you've tried.

Design Technology:

Make a puppet Fergal with flames to shoot out. Can you make a sound effect for Fergal's flames?

PSHE:

Role play Dad and Fergal. What would they be thinking?

How do they feel? Do they feel more than one emotion?

What could Fergal do to make it up to Dad?

PAGES 7-10: 'ON THE FOOTBALL PITCH'

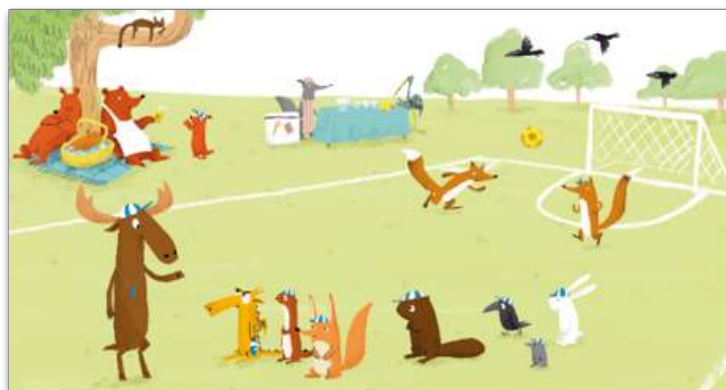
Why does Fergal not think it's fair?

Have the children take on the different animal roles in the scene. Role-play Fergal getting his instructions and then storming across the pitch in a huff. The other animals should get into character and show how they would react. Children could then swap roles to explore different perspectives of the situation.

Try freeze-framing the scene and asking different animals to share how they feel and what they are thinking. Fergal could walk through the other animals, and they could whisper advice to him as he passes. What could they say to make him feel better?

Look at Fergal (p.7) – How angry is he now? What words would you use to describe him? Can you use a simile ('He's as red as a...', 'He's as hot as...') or a metaphor ('He's a volcano!')?

Now look at the football aftermath page – what is each of the other animals thinking and feeling?



PAGES 13-14: THE TRAIL OF DESTRUCTION

Why do you think Fergal burnt these objects?

Why was he frustrated?

What could he have done instead?



PAGES 15-22: COOLING DOWN

When do you feel most calm, happy and peaceful?

Can you draw it?

Can you think of any new ways that Fergal could relax?

Plan a relaxing day for Fergal to make sure he stays cool.

The important thing here is that being angry is a normal emotion, and we all feel it sometimes. If something isn't fair, feeling angry about it might just make us try to make it better.

We get into a pickle when we let the anger take over – then we can't think straight.



Can you write Fergal a letter giving him advice?

What if you are too angry? What could you do to get it out?

FINAL PAGES

What do you think the parents are thinking?

If you were Fergal, where would you take your friends?

Draw a picture to show where they went or what they saw in their balloon.





FLAMING!



RED HOT!



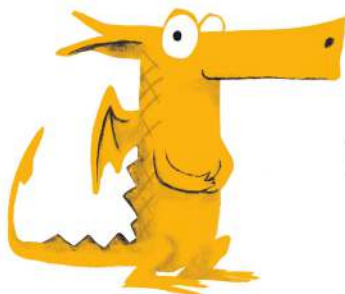
FUMING!



SIZZLING...



HOTTING UP...



FEELING COOL!

How are
you
feeling?

