

BOOK THEMES:

- Dreams

LESSON OBJECTIVES:

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

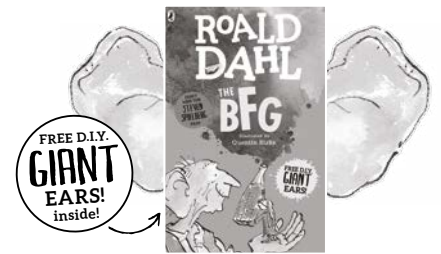
INTRODUCTION:

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.*



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?'

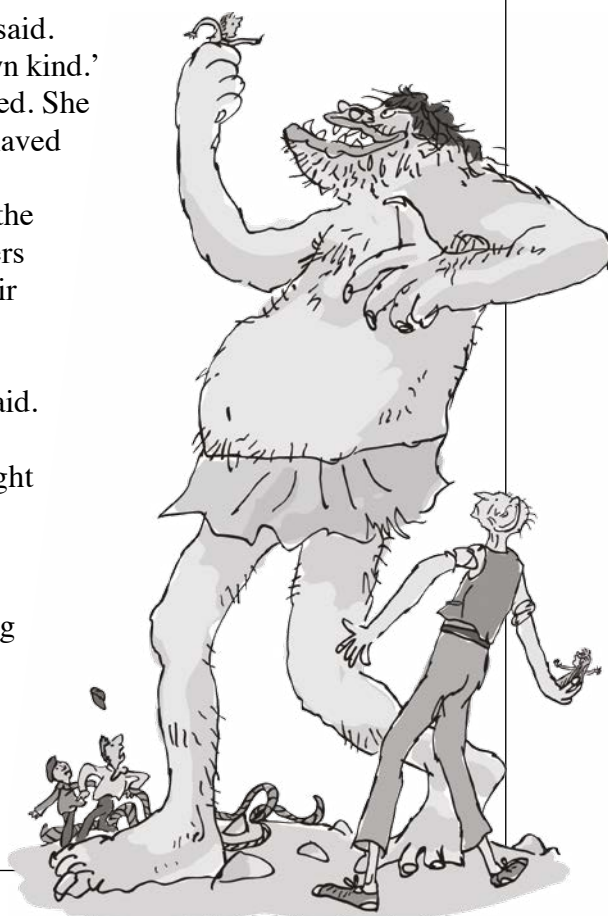
Sophie kept silent.

'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.'

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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.

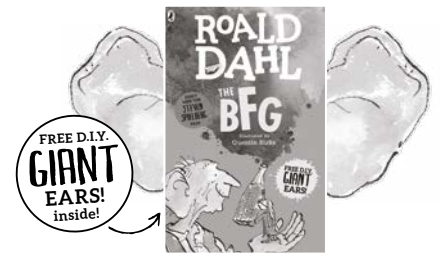
Once the children have identified a list of rights, they could design an eye-catching leaflet to announce the **PIGGY-WIG RIGHTS ACT**, ensuring that they organize the work using subheadings and paragraphs.

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?



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.



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.

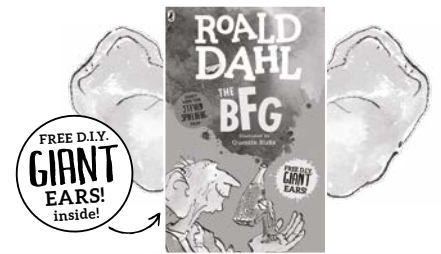
‘Giants is also making rules. Their rules is not suiting the human beans. Everyone is making his own rules to suit himself.’

‘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?’



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.
