

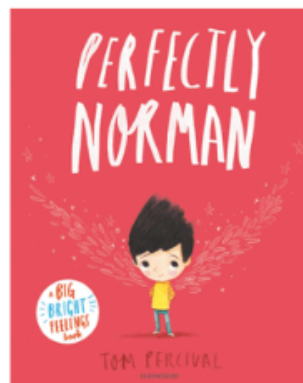


## 'THE BIG BRIGHT FEELINGS' SERIES BY TOM PERCIVAL ACTIVITY PACK

**For students aged 5+**

**PERFECT FOR:** Sensitive and impactful stories about relatable characters on different journeys to understand their emotions. The stories are perfect for exploring the themes of anxiety and mental health; anger, self-awareness and forgiveness; knowing who you are and being wholly you; being determined, mindful and showing perseverance; and understanding that we are all beautifully different.

**ACTIVITIES INCLUDE:** Writing diary entries, friendship recipes, letter writing, creating word banks, fierce cat poetry, writing about our expertise, creating inner monologues, exploring anger, comparing and contrasting texts, multiplication and doubling, pictograms, estimation, shadow and light, planning and designing sturdy wearable wings, exploring emotion and tempo through music and movement, exploring colour in art, stars of hope, planning and building friends, identifying physical and human geography.



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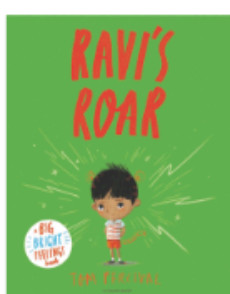
BLOOMSBURY



## DISCUSSION QUESTIONS

### For students aged 5+

1. Choose one (or look at a selection) of Tom Percival's 'Big Bright Feelings' books. **Spend some time looking at the front cover/s.** What can you see? How does the main background colour make you feel? How do you think the characters on the cover are feeling? Why is that? What sort of feelings might be explored in this book? How do you know?
2. Discuss some of the titles from the 'Big Bright Feelings' series. What do you think the story or stories are about? **What do the words 'perfect, worry, roar, friend and try again' mean to you?** Can you think of other words that have a similar meaning? What might Ruby be worried about?
3. As a class, **choose and read one of the books.** Now talk about what you liked about it and what you didn't like about it. Do you have a favourite illustration? Why is it your favourite? Is there anything that you found puzzling or confusing? Does the story remind you of any other stories, films, songs or poems you know? Why?
4. **Look at the first double-page spread of your chosen book.** Can you see the main character? What are they doing? How are they feeling at the beginning of the book? How do you know? Why might they be feeling that way?
5. In **Perfectly Norman**, look at the double page spread which starts, 'The only time that...' What do you notice? Now look at the artwork, '**Going To The Match**' by L.S. Lowry. What do you notice about this piece? **Can you see any similarities?** How are the two illustrations different? How do they make you feel? Which one do you prefer? Why is that?



## DISCUSSION QUESTIONS

### For students aged 5+

6. Look at the **beginning, middle and end pages of Perfectly Norman**. What do you notice about Norman? **How does his body language and facial expressions change across these pages?** Can you work out why Norman might be feeling happy, sad, fed up, worried, angry or alone? How does Norman's face change when he puts on his coat? Why is that? Does it change when he takes his coat off? Discuss why you think this might be.

7. Read and explore the story, **'Ruby's Worry'**. **Spend some time exploring the use of colour throughout the book**. How do the colours change when the Worry arrives? Why might this be? What do you notice about the colours when Ruby finally talks about her Worry? **Compare this story to 'Perfectly Norman'**. How is it similar? How is it different? What do you notice about the colour scheme that Tom Percival used in both books? **Use a Venn Diagram to compare** the two stories.

8. In Ruby's Worry, **Ruby notices 'a boy sitting alone at the park...'** with 'something hovering next to him'. Did you realise what it was straight away? How could you tell? Does Ruby's facial expression change when she sees him? What does she do to help him? Why does his Worry start to shrink?

9. Look at **'Ravi's Roar'** (in particular the scenes where Ravi is trying to take part in activities that his siblings can do). Can you **freeze-frame these scenes where he goes from frustrated to cross, from angry to furious?** Think carefully about Ravi's body language and facial expressions. Where is he looking? What are his hands and feet doing? As a class, **discuss what Ravi might say**. You could even write a diary entry from Ravi's point of view!







## DISCUSSION QUESTIONS

### For students aged 5+

10. **What do you think Ravi has learned by the end of the story?** How has he changed over the course of the story? As a class, think of some words to **describe Ravi at the beginning, middle and end of the story.**

11. In **'Meesha Makes Friends'**, find the double-page spread where Meesha is standing in the middle of **party scene**. Look at Meesha's body language and facial expressions. Can you predict how she might be feeling? Tom Percival describes the party as 'noisy, chaotic and unpredictable' for Meesha. What do these words mean? **Why would she want to close her eyes and over her ears?**

12. **Explore the illustration where Meesha and Josh have created a whole town for their model friends to live.** What colour/s does Tom Percival use to make the reader see how the mood or tone of the story has changed? Are there any other details that show us how Meesha's emotions have changed? What sound effects do you imagine she and Josh would make for their model friends?

13. In **'Tilda Tries Again'**, look at the page where **Tilda's World turns 'Upside Down'**. What do you notice about how the words are set out on the page? Why do you think this might be? How do you think Tilda is feeling? How does this page make you feel? Why is that?





## DISCUSSION QUESTIONS

### For students aged 5+

14. Finish reading 'Tilda Tries Again'. **Do you agree that Tilda is brave and resilient?** What evidence is there to support this statement? Which of these words also describe Tilda? Happy, lonely, confused, unkind, tired. Can you think of any other words to describe her?
15. Do you think the story has a **happy ending**? Why?
16. What else can you find out about **Tom Percival**? Spend some time watching some of his Authorfy videos at [authorfy.com/masterclasses/tompercival](https://authorfy.com/masterclasses/tompercival), where he talks about his illustration style, sets some fun writing and illustration challenges, and more.





## SUGGESTED ACTIVITIES: 'Perfectly Norman'

### SUGGESTED ACTIVITY 1:

#### BEFORE READING: PERFECTLY US

Norman is Perfectly Norman and we are Perfectly Us. **Can you think of something that is perfect about you?** Perhaps you can think of several things that are perfect about you... Are you an incredibly kind friend? Do you share with your siblings at home? Are you very good at asking questions? Or an expert at trying your best? Create a list of all of your ideas.

**Look at some examples of instruction texts and recipes.** You could even look through a piece of tracing paper and create a labelled drawing of what an instruction text looks like, including how it is set out and what features should be included. Alternatively, you could use the following labels (equipment list, bullet points, steps written in chronological order, words like 'First' and 'Next', top tips, diagrams, etc) and place them on your instruction text to match the features.

**Now create an imaginative list of the ingredients and equipment you might need to create the 'Perfectly You' Recipe.** For example, you could include a cup of love, a handful of kindness, a teaspoon of respect, a sprinkle of truth and so on. In addition to this, you could also use a computer to create a 'word cloud' using all of the vocabulary from the 'perfectly us' words you came up with. You want even want to select colours that effectively represent those words.



## SUGGESTED ACTIVITIES: 'Perfectly Norman'

### SUGGESTED ACTIVITY 2:

#### DURING READING: NORMAN MATHS

Start by creating a range of **worded maths problems**, such as:

- How many wings does Norman have? How many wings does Norman and his eight friends have?
- How many legs does one chair have? How many legs would three chairs have?
- If there are fourteen wings in total, how many people are there?

Next, use the 'Whoosh!' page to **develop your understanding of estimating**. Can you estimate and then count how many feathers are on one of Norman's wings? What about two wings? Or four?

You could also **explore the idea of measurement**. E.g. how many many cubes tall is Norman? How wide is Norman? How wide is Norman's wing span?

You could even **practice counting backwards from 10 and using the terms 'fewer' and 'less than'**. Using counters to represent Norman's friends at the party or the people shuffling through the rain, demonstrate the idea of subtraction such as, 'What is 3 less than 10?' or '8 is 2 less than...?' .





## SUGGESTED ACTIVITIES: 'Perfectly Norman'

### SUGGESTED ACTIVITY 3:

#### AFTER READING: SHADOW WINGS

In small groups, **design a functional pair of large wings that you can wear.** Communicate your ideas with each other and sketch your initial ideas. What materials might be most effective to hold the wings shape? How could you create the scale or feather panels like Norman's wings? How will you make sure you can wear them and that they are stable?

Work in groups using a range of tools to create your design. You might want to **carve scales and patterns out of the cardboard wings and replace them with panels of colourful cellophane to allow light through**, for example. Scale panels could also be covered in a range of materials to introduce textures, colours and patterns with varying densities.

Test and evaluate the strength of your designs. Are the wings stable? Can you put them on and take them off again easily? Is there anything that needs to be altered? Next, **test your wings against light!** What do you already know about light and shadows? Can you **describe how shadows are formed** when the light from a light source is blocked by an opaque object? Can you predict which scale panel materials will create shadows when shone with a light? Can you predict which materials will allow light to pass through? Were you correct?

Display your findings from the 'shadow test' in a **table**, listing the materials as 'transparent' or 'opaque', depending on the results of your test.



## SUGGESTED ACTIVITIES: 'Ruby's Worry'

### SUGGESTED ACTIVITY 1:

#### BEFORE READING: MUSIC MAKES US FEEL...

Close your eyes and **listen to different types of music**, such as:

- Four Seasons by Vivaldi
- The Spider's Feast by Albert Roussel
- Moonlight Serenade by Glenn Miller
- This Will Be by Natalie Cole
- Jaws Theme Song
- The Entertainer by Scott Joplin

How does each piece of music make you feel? What does it make you think of? Why is that? **Create a spider diagram for each piece of music that you listen to**, adding words, drawings, ideas, memories and themes that you think of when listening to the music.

In small groups, **practice a dance that reflects one piece of music** that you've just heard and the words that you've collected. How can you show the feelings and emotions you thought of when you first heard the music? Can you move with control and in simple patterns? Can you use a variety of levels in your performance and mirror each other's movements?

Finally, sit in a circle and **watch each group perform** their emotive, thoughtful dance. Can you give feedback after each performance?



## SUGGESTED ACTIVITIES: 'Ruby's Worry'

### SUGGESTED ACTIVITY 2:

#### DURING READING: RESPOND TO TOM PERCIVAL'S LETTER

Look at the part of the story where Ruby is sitting in the cinema and she realises that her Worry is the only thing that she can think about. **Discuss as a class how Ruby might be feeling.** Is she feeling sad, worried, anxious, tired, alone?

Can you relate to Ruby in any way? Has a similar feeling ever happened to you? Can you remember how your body felt? Was there someone you trusted to talk to about their Worry? How did you feel after you spoke to someone about it? **What advice would you give to Ruby?** Think about:

- What you could say to Ruby about her Worry. Is it normal to worry sometimes?
- Why Ruby might be feeling worried. What advice would you give her to make her Worry shrink? Is it something a parent, teacher or friend can help with?
- How Ruby's feelings will change when she finds someone that she trusts to talk to about her worries. Can she do this any time that she has a Worry?

**Look at the letter featured in the inside cover that Tom Percival wrote to us readers.** Now write a response, answering the questions Tom includes about what you are feeling, what could be causing you to feel this way and who you think you could talk to when you feel that way.

You could even **draw your own 'Worry' that is shrinking on the page**, similar to Ruby's.





## SUGGESTED ACTIVITIES: 'Ruby's Worry'

### SUGGESTED ACTIVITY 3:

#### AFTER READING: COLOUR IN ART

Look at how artists have portrayed feelings and emotions through colour in art. You could explore:

- The Post Office by L.S. Lowry
- Balloon Girl Mural by Banksy
- Uneasy Centre by Bridget Riley
- Ballet Rehearsal by Edgar Degas
- Market Scene Oil on Board by Ben Enwonwu
- Infinity Mirror by Yayoi Kusama

Next, **use a Venn diagram to compare and contrast two of the paintings** – one that is brightly-coloured and one that uses black and white. Think about how they are similar and different. You could consider how the artist's use of colour makes you feel and what it makes you think of.

Look at the double page spread of Ruby at school and the double page spread of Ruby as she talks about her Worry. Can you **compare and contrast these illustrations** with your chosen pieces of art? Does this change how you feel about the first pieces of art? How does Tom Percival's use of colour make you feel? Is there anything else in his illustrations that make you feel this way?

Finally, **plan and sketch your own portrait**. You might wish to create something that is monochrome or something that is bursting with colour. How might your illustration make others feel?



## SUGGESTED ACTIVITIES: 'Ravi's Roar'

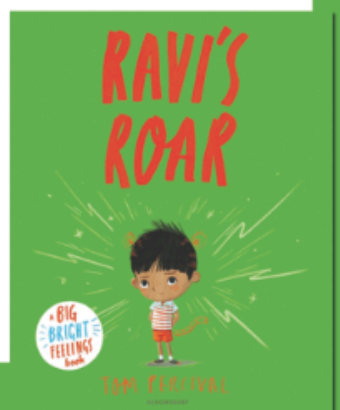
### SUGGESTED ACTIVITY 1:

#### BEFORE READING: RAVI'S WORD BANK

**Look at the front and back covers of 'Ravi's Roar'.** How are the pictures of Ravi similar? How are they different? Can you describe how he is feeling in each of these pictures? What clues do you see that help? **Why might Ravi be depicted as a tiger?**

Looking at Ravi's facial expressions and body language as a tiger, we can tell that he is very angry. Can you think of other words that have the same meaning? How many words relating to 'angry' can you think of in two minutes? Add all of these words to a '**Ravi word bank**' and **use a thesaurus** to discover more words with a similar definition.

Next, **use two of the new words you have learned in a sentence.** It could be about yourself, Ravi or a character of your creation. Can you **illustrate your sentence** in Tom Percival's style, with someone who looks as angry as Ravi looks on the back cover?



## SUGGESTED ACTIVITIES: 'Ravi's Roar'

### SUGGESTED ACTIVITY 2:

#### DURING READING: TIGER TIME

Look at the part of the story where Ravi realises that he feels sad and no longer angry. Have you ever needed to apologise to someone before? Have you ever been angry with a friend or sibling? Did you feel any other emotions? How did you resolve your problems?

Ravi should not apologise to his family because they were being unfair. Do you agree? Why? Why not?

In small groups, imagine that one of you is Ravi and the others are members of Ravi's family. **Role-play an imaginary situation where Ravi is talking to his family about how he is feeling.** What happened to make you feel this way? Why did you turn into a tiger? How do you feel now? What helped you to feel better? What might you do if you feel angry again? Perhaps Ravi's family members could give him some advice. Afterwards, switch roles.







## SUGGESTED ACTIVITIES: 'Ravi's Roar'

### SUGGESTED ACTIVITY 3:

#### AFTER READING: FIERCE CAT POETRY

As a class, read and enjoy a range of poems about cats. You could explore these poems which are all available online (or in the book of poetry 'Tiger, Tiger, Burning Bright!' selected by Fiona Waters and illustrated by Britta Teckentrup):

- The Tiger by William Blake
- Cat by Mary B. Miller
- Cats by Eleanor Farjeon
- Cat in the Dark by Margaret Mahy
- Cat Began by Andrew Matthews

After listening to a range of poems, record your thoughts and feelings in a Book Talk grid:

What do we like about the poem?	What do we dislike about the poem?
Is anything in the poem confusing?	Does the poem remind us of anything else?



## SUGGESTED ACTIVITIES: 'Ravi's Roar'

### SUGGESTED ACTIVITY 3:

#### AFTER READING: FIERCE CAT POETRY

Now, in groups, **choose a poem to perform**. Think about who will say each part and if there are parts of the poem that you could all say together. Will you mimic the actions yourself? Will you whisper parts? Will you need to read some parts loudly?

What about **pace**? Should some phrases be read quickly and some slowly? You may also wish to **add sound effects and musical instruments to enhance your performance of the poem**.

Finally, **write your own poem about Ravi's experience as a tiger**, inspired by the style of poems that you have shared as a class. Perhaps you could use the 'Ravi Word Bank' to support your writing?



## SUGGESTED ACTIVITIES: 'Meesha Make Friends'

### SUGGESTED ACTIVITY 1:

#### BEFORE READING: STARS OF HOPE

Just like the cover illustration, any time that Meesha feels happy, she is surrounded by beautiful stars. **What do stars make you think of?** Do they remind you of anything special? Spend some time looking at images of stars, constellations and galaxies. What patterns and shapes can you see? Are the colours similar to what you expected?

**Create 3D paper star shapes by folding and cutting paper.** You can use a template if preferred and a teacher or grown up may need to show you an example first. Use a variety of different coloured paper, or even recycled magazines or newspaper articles, to add to the uniqueness of your star.

After finishing, create a **class display** where you each write your hopes and wishes on or around your stars. Once you've done this, you might like to **discuss Meesha's hope to make some friends** or **discuss and identify the symmetry** involved in your creation.





## **SUGGESTED ACTIVITIES: 'Meesha Make Friends'**

### **SUGGESTED ACTIVITY 2:**

#### **DURING READING: WE ARE EXPERTS LIKE MEESHA**

Look at the page that begins 'AND IT WAS!' and **discuss what Meesha discovered she could do to make friends**. What skills did she teach her peers? How is she feeling because of this? Did she feel the same way when Josh suggested showing other children what they had created?

Everyone is an expert at something, just like Meesha is an expert at building friends. In small groups, **discuss what you are an expert at**. Perhaps you are fantastic at balancing and moving in gymnastics? Or really good at subitising and playing dominoes? Maybe you know more about dinosaurs than anyone in the class? Or are great at noticing and tidying up litter to protect local wildlife and the environment? You could think about these questions:

- What are you really good at?
- What did you do to get very good at that?
- How could you improve your skills more?
- How would you teach a friend to be good at ...?

After discussing your talents and skills with a friend, **write a paragraph about your expert skills and how you might teach someone to have a go, too**. Plan and write each sentence, using the framework above if you prefer, before reading it back to a friend to persuade them to be bold just like Meesha. You might even be able to plan mini-workshop day where everyone in your class can have a turn at being teachers for the day and pupils can 'try a new skill'.



## **SUGGESTED ACTIVITIES: 'Meesha Make Friends'**

### **SUGGESTED ACTIVITY 3:**

#### **AFTER READING: BUILD A FRIEND**

When Meesha felt that she couldn't make friends, she decided to 'make' friends. Look closely at the details in Tom Percival's illustrations to **find out what materials Meesha used** when building her friends. Write these in a list.

**We are going to design and make our own 'friends'.** This could be with recycled materials, similar to those that Meesha used, or with clay, natural materials or fabric – whatever you have available. Try to design your own friend, thinking about the additional parts you would need to be an expert in something just like them. For example, if they would like to have a friend to subitise and play dominoes with, they might need their own set of dominoes. Or if you would like your friend to be an expert in protecting the environment, perhaps you could create signs for the 'friend' to hold up with them.

Think carefully about the techniques you would use to attach your chosen materials together, making connections to past experiences of designing and making models to decide which method would be the most effective for this activity.

When the 'friend' has been created, **take a photograph of your model and print it so that you can write about ypur 'friend' beneath it.** You might like to write what your 'friend' is good at, what they would like to learn about them, are they kind and considerate of others, etc?



## SUGGESTED ACTIVITIES: 'Tilda Tries Again'

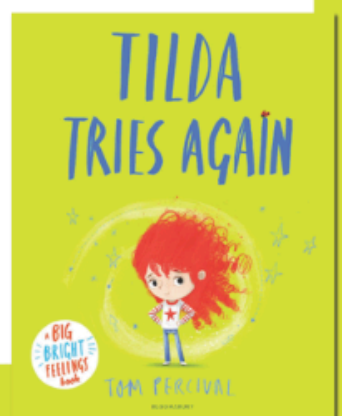
### SUGGESTED ACTIVITY 1:

#### BEFORE READING: ILLUSTRATION GEOGRAPHY

Before reading the story, **explore the illustrations**, looking in particular at the scenes and settings. Can you identify any key physical features, such as a beach, forest, hill or cliff? Can you spot any key human features, such as a town, farm, house or shop?

**Create a checklist of the key vocabulary** to support the 'feature spotting' and to note whether something has been seen or not in an illustration. What have you spotted more of? Is there anything that you have not seen any of? Why might that be?

Now look at some images of typical landscapes within the United Kingdom, a warmer country and a cooler country. Use the checklist to support discussions around where you think Tilda's story might be set. **Do you think her story is set in the United Kingdom? Why? Why Not?** Do you think it is set somewhere hot or cold? Why? Why not? Could it be set in another country? Do the settings in 'Tilda Tries Again' remind you of anywhere that you have visited yourself? Why is that? Try to explain your answers using the images to support your theories.





## SUGGESTED ACTIVITIES: 'Tilda Tries Again'

### SUGGESTED ACTIVITY 2:

#### DURING READING: WHAT SHOULD TILDA DO?

Stop at the part of the story where 'Tilda gave up and decided to do NOTHING'. **Do you think Tilda is right to give up?** Why is that? What might giving up help Tilda to do or see? Will giving up help Tilda in some way?

**Try writing an inner monologue** for Tilda. How is she feeling at this point of the story? Why is she feeling that way? Can you turn the lights off and sit on the floor like Tilda does in the illustration? How are you feeling? What are you thinking about? Can you predict what Tilda might be thinking about?

**Discuss Tilda's situation of feeling topsy-turvy with a partner.** Is she feeling happy, sad, disappointed, confused, worried, alone, joyful, cross? What might Tilda say to herself when she has given up? Is she feeling better now? What might she be thinking when she spots ladybird on the floor? What does it mean when 'Tilda's heart sank'? How does her mood change when she sees the ladybird succeed?

What should Tilda do? Should she stay on the floor of her room or get up and try again? As a class, create a **Conscience Alley**. One side of the class should be voices persuading Tilda to stay on the floor and give up. The other side of the class should persuade Tilda to get up and try again. Take it in turns to play Tilda walking through the alley of voices. How do you feel? When you reach the end of the alley, what will you do? Sit still? Stand tall?

Write a paragraph explaining your feelings and decision.





## SUGGESTED ACTIVITIES: 'Tilda Tries Again'

### SUGGESTED ACTIVITY 3:

#### AFTER READING: TILDA MATHS

Develop your understanding of estimating by counting how many ladybirds or rainbows you see throughout the book. Display estimations and counted totals in a simple graph, such as:

	Estimate number of...	I counted that there are...
Tilda's		
Ladybirds		
Rainbows		
Bikes		
Doors		

Can you find one of something, two of something else, five of another and fifteen of something? Record this using a **pictorial representation**, drawing one book, two lamps, five leaves and fifteen blocks (for example). Next, identify what you have seen more or less of and use these results in **number sentences**, e.g. 'I see fifteen blocks and two lamps, so there are fewer lamps than blocks.'

