



## Design a shop for the Enchantment Embankment

Rachel says she loves creating the world for her characters to live in. *Felix and the Future Agency* has a street called Enchantment Embankment, with magical shops on it. Listen together to Rachel describing these shops and read about them in the book. Talk about what makes a magical shop – collect some ideas and vocabulary.

Invite the children to design their own magical shop. What does it look like, smell like, sound like? What does it sell? What magical things happen there? Who owns the shop – what is their name, what do they wear? Provide paper and pens for their drawings, labels/captions, and the option to record themselves talking about their ideas.

## Star constellations

In *Felix and the Future Agency*, there are “seers” called Astrologists who can conjure animal star constellations down from the night sky. Invite the children to investigate these constellations with you, using books from your local or school library as well as resources online. Start by checking understanding of ‘constellation’. How many animal star constellations are there? Which animals have a constellation named after them (Big Bear, Giraffe, Eagle, Hare, Wolf, Peacock etc). Do the star constellations really look like each animal? Who named them? You could make your own class book about these star constellations, including pictures drawn by the children.

## Weave a dream

There are three types of ‘seers’ in Rachel’s book. One of these is Dream Weavers. The Dream Weavers experience different *dream states* – nightmares (scary horses); cat naps (little whiskered fairies); 40 winks (eyeballs); and daydreams. Discuss these different kinds of *dream states* with the children. What are they like in the book? Have they ever had a nightmare, or a nap, or a daydream? How did it make them feel? What can they remember about it? Collect ideas and vocabulary.

Invite the children tell the story of a dream – depending on your children, you could give them the option of any of the *dream states* or ask them all to focus on one e.g. cat naps. They could draw, write or make an audio recording about their imaginary dream.

## Activities for *Felix and the Future Agency*

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## Learn some new vocabulary

Rachel uses some interesting vocabulary in her conversation with Laura. What do these words mean? *premonition; flawed; tenacious; flamboyant; forewarned; conspiracy.*

Look them up together and collect definitions. In their talking partners, challenge the children to use each word in a sentence – you could use a timer to turn it into a game. Or pick a word a day for a week, and see how many times you and the children can use that word in a day.

Check the children understand the term neurodiverse and take time to talk about neurodiversity with them. You might find [this guide](#) helpful to support you.

## Create a Ghost character

In *Felix and the Future Agency* there are ghosts who inhabit the Magic Mile. Rachel tells us they are based on real people: William Shakespeare; William Terrace; and Mother Red Cap. Knowing your children, discuss ghosts with them if appropriate. When you say ‘ghost’ what do they think of? What do they know about ghosts? How do they feel about them? Collect some ghostly vocabulary, including ghostly sound and movement words.

Invite the children to create their own ghost characters. What do they look like? What are they called? Where are they seen and who sees them? Do they make any sounds? How do they move? Provide different media for depicting their ghost – pastels, water colour, pencils, collage.