



## PARTICIPATORY STORIES

### The Fern Flower (7 – 8 age group)

#### Learning objectives

This story is made up of 5 levels (story base and 4 additional levels) that allow the students to make the story come to life. The goal is for them to collaboratively enrich the story, and to learn to better visualise, feel and experience the setting of the story in the process. Going from one level (activity) to the next, the children will enrich the story of The Fern Flower by populating Jacek’s castle, as well as the forest and by designing Jacek’s itineraries inside it.

## STORY BASE

Read the simple version of the story to children. Remember to read expressively and emphasise key words (such as “enchanted flower”, “forest”, “plenty” and “loneliness”).



The fern flower is an **enchanted flower** that flourishes once a year during the solstice.

Jacek is a dreamer who searches for the fern flower in **the forest**.

In the solstice, he enters the forest through the main path, and there, finds the fern flower.

He seizes it and becomes all-powerful.

He starts to live a life of **plenty**.

But most importantly, he lives a life of **loneliness**, away from his family.

Years later he realises that his relatives died in poverty and grief searching for him.

**Note: We believe that the optimal group size for all the levels of enrichment is 3-4 children. Therefore, we recommend that you form groups of 3-4 children before beginning to enrich the story. All the enrichment levels described below take place within a group of 3-4 children.**



## LEVEL 1: WHAT CAN YOU FIND IN THE FOREST? (NOUNS)

1. Draw the contours of a forest on several sheets of paper to create a map - don't forget to include an entrance!
2. Read the story base with your class or allow them to read autonomously until the sentence "Jacek is a dreamer who searches for the fern flower in the forest."
3. Brainstorm with the children nouns – animals, plants, elements of the ecosystem, fantastic creatures – that they can find in the forest.
4. Ask children to draw whatever they want on the map, in particular: animals, plants, elements of the ecosystem, and fantastic creatures.
5. Then, ask them to enrich the story based on what they drew: "The forest is known for hosting..."

The fern flower is an **enchanted flower** that flourishes once a year during the solstice.

Jacek is a dreamer who searches for the fern flower in **the forest**.

The forest is known for hosting...

- animals (rabbits, bears, birds...):

\_\_\_\_\_



- plants (mushrooms, moss, flowers...):

\_\_\_\_\_

- elements of the ecosystem: (waterfalls, burrows, puddles...):

\_\_\_\_\_

- fantastic creatures (fairies, leprechauns, sorcerers...):

\_\_\_\_\_

In the solstice, he enters the forest through the main path, and there, finds the fern flower.

He seizes it and becomes all-powerful.

He starts to live a life of **plenty**.

But most importantly, he lives a life of **loneliness**, away from his family.

Years later he realises that his relatives died in poverty and grief searching for him.



## LEVEL 2: WHAT DOES JACEK DO IN THE FOREST? (VERBS AND ADVERBS)

1. Read the story base with your class or allow them to read autonomously until the sentence “In the solstice, Jacek enters the forest through the main path.”
2. Within each group, ask one child - “**the leader**” - to look at the map and imagine in her mind where the flower is hiding.
3. Then, ask the other children - “**the seekers**” - to enrich the story as follows: they imagine they play Jacek when he enters the forest (c.f. the entrance previously drawn in level1/map).
4. At every step, “**the seekers**” tell “**the leader**” where they are going and how, and they write it down. They can use the following template:

subject	motion verb	adverb	location
Jacek	walks, rushes, climbs	through, underneath, next, past	c.f. level 1/map

- a. “The leader” tells them whether this is where the fern flower is, or not.
  - b. If not, they repeat the steps a and b.
  - c. If so, the enrichment is over and ends with “and there, [Jacek] finds the fern flower!”
5. Then, reread the story base incorporating their ideas to the sentence “In the solstice, Jacek enters the forest through the main path,…”



The fern flower is an **enchanted flower** that flourishes once a year during the solstice.

Jacek is a dreamer who searches for the fern flower in **the forest** (which is known for hosting rabbits, mushrooms, waterfalls, leprechauns...).

In the solstice, Jacek enters the forest through the main path,

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- and there, finds the fern flower!

He seizes it and becomes all-powerful.

He starts to live a life of **plenty**.

But most importantly, he lives a life of **loneliness**, away from his family.

Years later he realises that his relatives died in poverty and grief searching for him.



## LEVEL 3: WHAT DOES JACEK WISH FOR? (NOUNS)

1. Read the story base with your class or allow them to read autonomously until the sentence “Jacek starts to live a life of plenty.”
2. Ask each child to write down on a piece of paper what they desire the most and why (what they would like to do with it, etc.).
3. Then, ask all the children to guess what each child desires by asking questions for hints. They can ask questions such as:
  - is it alive?
  - is it edible?
  - can you play with it?
  - can you share it?
4. Finally, ask them to enrich the story based on what they discussed, as if it was Jacek desiring all of those things, specifying what each thing is exactly (2), and why he desired it (1).

The fern flower is an **enchanted flower** that flourishes once a year during the solstice.



Jacek is a dreamer who searches for the fern flower in **the forest** (which is known for hosting rabbits, mushrooms, waterfalls, leprechauns...).

In the solstice, he enters the forest through the main path, (walks past the mushrooms, climbs up to the waterfall, rushes behind the fairies...) and there, finds the fern flower.

He seizes it and becomes all-powerful.

Jacek starts to live a life of **plenty and fills his castle with:**

- \_\_\_\_
- \_\_\_\_
- \_\_\_\_

But most importantly, he lives a life of **loneliness**, away from his family.

Years later he realises that his relatives died in poverty and grief searching for him.





## LEVEL 4: HOW DOES THE STORY END? (YOUR OWN ENDING)

Finally, working in their group, pupils should now enrich the text by expanding on the ending, either by discussing what happened next in the story or the lessons that Jacek learned from having experiences the powers of the fern Flower.

Help pupils write and read the ending sentence(s) along with the enrichments they wrote for the Level 1, Level 2 and Level 3 sheets. Depending on the proficiency level of your pupils, we recommend children write at least 1 sentence to enrich the ending.

### ENRICHED STORY

**The fern flower is an enchanted flower that flourishes once a year during the solstice.**

Jacek is a dreamer who searches for the fern flower in **the forest (which is known for hosting rabbits, mushrooms, waterfalls, leprechauns,...).**

In the solstice, he enters the forest through the main path, **(walks past the mushrooms, climbs up to the waterfall, rushes behind the fairies,...)** and there, finds the fern flower.



He seizes it and becomes all-powerful.

He starts to live a life of **plenty** (and fills his castle with a flying carpet, gemstones of all sorts, and an underground swimming pool).

But most importantly, he lives a life of **loneliness**, away from his family.

Years later he realises that his relatives died in poverty and grief searching for him.

**Jacek spends his life warning others about the evil powers of the Fern Flower.**

**The end!**

