



PARTICIPATORY STORIES

Inside a bubble (the story of Hergé) (9 – 10 age group)

Learning objectives

This story is made up of 4 sheets that get more complex narratively as the children progress. Going from one level (sheet) to the next and working in small groups or pairs, the children will enrich the story of Hergé's life with adjectives, adverbs, dialogue and finally create their own ending to the story.

STORY BASE

Read the simple version of the story to children (the story base). Read expressively and emphasise key words (such as **discipline, inspiration, make fun, regret, stereotype**). Then have the pupils work in groups or in pairs to enrich the story base (starting from Level 1).

George Remi grew up with a love of drawing. Armed with his pencils, he would draw on everything he could find. Drawing was like breathing to him – it just came naturally. His teachers, however, were not supportive of his work and would often try to discourage him.

His parents were the same, and they sent him to a military school so that he could learn **discipline** instead of always daydreaming. Yet, no matter where he ended up, George kept drawing. Even in military school, he would draw what he observed around him. This is when he started adding a signature to his drawings: by combining the first letter of his surname and then that of his first name, he became Hergé (R G).

After finishing school, Hergé got a job at a newspaper where he was asked to make drawings of a reporter and his dog, who he called Tintin and Milou. Taking **inspiration** from American comic strips, Hergé began to write dialogues for his characters in "bubbles", which were spaces pointing to the characters' mouths and filled with their words.

For the first time in his life, Hergé felt free to follow his passions. Yet, many people around the world were not as lucky as him as a dangerous war was approaching. Hergé was not aware of what war was

like – in fact, he often **made fun** of the lives of people from countries besides his own in his drawings. He also did not mind drawing for those who supported aggression towards people.

Hergé couldn't have imagined what war was like until he met someone who opened his eyes and changed his mind, taking him out of his own bubble. One day, while looking for information about China for a story, he was introduced to a Chinese artist named Tchang. It was friendship at first sight. Tchang and Hergé were the same age, both 27 years old, and they shared many similarities. Tchang taught him the art of calligraphy for improving drawings. When they weren't creating together, they spent hours talking. Tchang told him about his country which he had to leave because of a war. Hergé listened to the effects of war and learned about the world that existed outside of his drawings.

Their friendship changed not only Hergé's way of drawing, but also his beliefs. He **regretted** ever drawing for those that supported hurting others. His regrets were now seen in Tintin's adventures. No longer did he participate in spreading **stereotypes** about other countries. Instead, Tintin became a character that traveled the world to learn about differences and not make fun of them.

Through Tintin, and thanks to his friend Tchang, Hergé never lost his curiosity but also gained understanding towards others.

LEVEL 1: WHAT ARE THEY LIKE? (ADJECTIVES)

Working in groups and pairs, pupils should enrich the story base with adjectives. The words in **blue** are suggestions – depending on the proficiency level of your pupils, decide on the number of adjectives that you would like to add before each of the targeted nouns. We recommend children choose at least 1 adjective.

young/brave/shy George Remi grew up with a love of drawing. Armed with his **sharp/black/wooden** pencils, he would draw on everything he could find. Drawing was like breathing to him – it just came naturally. His teachers, however, were not supportive of his **colourful/interesting/bright** drawings and would often try to discourage him.

His parents were the same, and they sent him to a military school so that he could learn discipline instead of always daydreaming. Yet, no matter where he ended up, George kept drawing. Even in military school, he would draw what he observed around him. This is when he started adding a

signature to his drawings: by combining the first letter of his surname and then that of his first name, he became Hergé (R G).

After finishing school, Hergé got a job at a newspaper where he was asked to make drawings of a reporter and his dog, who he called Tintin and Milou. Taking inspiration from American comic strips, Hergé began to write dialogues for his characters in "bubbles", which were **white/round/square** spaces pointing to the characters' mouths and filled with their words.

For the first time in his life, Hergé could follow his passions. Yet, many people around the world were not as lucky as him as a **dangerous/destructive/scary** war was approaching. Hergé was not aware of what war was like – in fact, he often made fun of the people from **foreign/different/distant** countries besides his own in his drawings. He also did not mind drawing for those who supported aggression towards people.

Hergé couldn't have imagined what war was like until he met someone who opened his eyes and changed his mind, taking him out of his own **isolated/naïve/small** bubble. One day, while looking for information about China for a story, he was introduced to a Chinese artist named Tchang. It was **real/true/amazing** friendship at first sight. Tchang and Hergé were the same age, both 27 years old,

and they shared many similarities. Tchang taught him the art of calligraphy for improving drawings. When they weren't creating together, they spent hours talking. Tchang told him about his **big/beautiful/unfamiliar** country which he had to leave because of a war. Hergé listened to the **sad/devastating/cruel** effects of war and learned about the world that existed outside of his drawings. Their friendship changed not only Hergé's way of drawing, but also his beliefs. He regretted ever drawing for those that supported hurting others. His regrets were now seen in Tintin's adventures. No longer did he participate in spreading **hurtful/untrue/vicious** stereotypes about other countries. Instead, Tintin became a character that traveled the world to learn about differences and not make fun of them. Through Tintin, and thanks to his **honest/loyal/intelligent** friend Tchang, Hergé never lost his curiosity but also gained understanding towards others.

LEVEL 2: WHERE IS IT? (ADVERBS OF PLACE)

Working in their group or pair, pupils should now enrich the text with adverbs of manner. Help children write and read them along with the adjectives that they already wrote for the Level 1 sheet. The words in **red** are suggestions – depending on the proficiency level of your pupils, we recommend children write at least 1 adverb.

young/brave/shy George Remi grew up with a love of drawing. Armed with his **sharp/black/wooden** pencils, he would **lovingly/patiently/mischievously** draw on everything he could find. Drawing was like breathing to him – it just came naturally **and quickly/gradually/happily**. His teachers, however, were not supportive of his **colourful/interesting/bright** drawings and would often try to discourage him.

His parents were the same, and they **angrily/impatiently/hopelessly** sent him to a military school so that he could learn discipline instead of always daydreaming. Yet, no matter where he ended up, George kept drawing. Even in military school, he would draw what he observed around him. This is when he

started adding a signature to his drawings: by combining the first letter of his surname and then that of his first name, he became Hergé (R G).

After finishing school, Hergé got a job at a newspaper where he was **secretly/quietly/proudly** asked to make drawings of a reporter and his dog, who he called Tintin and Milou. Taking inspiration from American comic strips, Hergé began to write dialogues for his characters in "bubbles", which were **white/round/square** spaces pointing to the characters' mouths and filled with their words.

For the first time in his life, Hergé could **freely/loudly/openly** follow his passions. Yet, many people around the world were not as lucky as him as a **dangerous/destructive/scary** war was **quickly/dangerously/scarily** approaching. Hergé was not aware of what war was like – in fact, he often made fun of the people from **foreign/different/distant** countries besides his own in his drawings. He also did not mind drawing for those who **selfishly/evilly/laughingly** supported aggression towards people.

Hergé couldn't have imagined what war was like until he met someone who opened his eyes and changed his mind, taking him out of his own **isolated/naïve/small** bubble. One day, while **cautiously/mysteriously/briefly** looking for information about China for a story, he was introduced to a

Chinese artist named Tchang. It was **real/true/amazing** friendship at first sight. Tchang and Hergé were the same age, both 27 years old, and they shared many similarities. Tchang **gracefully/patiently/eagerly** taught him the art of calligraphy for improving drawings. When they weren't creating together, they spent hours **quietly/confidently/cheerfully** talking. Tchang told him about his **big/beautiful/unfamiliar** country which he had to **hurriedly/suddenly/sadly** leave because of a war. Hergé listened to the **sad/devastating/cruel** effects of war and learned about the world that existed outside of his drawings. Their friendship changed not only Hergé's way of drawing, but also his beliefs. He **quickly/loudly/honestly** regretted ever drawing for those that supported hurting others. His regrets were now seen in Tintin's adventures. No longer did he participate in spreading **hurtful/untrue/vicious** stereotypes about other countries. Instead, Tintin became a character that **regularly/publicly/continuously** traveled the world to learn about differences and not make fun of them. Through Tintin, and thanks to his **honest/loyal/intelligent** friend Tchang, Hergé never lost his curiosity but also gained understanding towards others.

LEVEL 3: WHAT ARE THEY SAYING? (DIALOGUE)

Working in their group or pair, pupils should now enrich the text with dialogue. Help children write and read them along with the adjectives and adverbs of manner that they already wrote for the Level 1 and Level 2 sheets. The words in **orange** are suggestions – depending on the proficiency level of your pupils, we recommend children write at least 1 sentence of dialogue.

young/brave/shy George Remi grew up with a love of drawing. Armed with his **sharp/black/wooden** pencils, he would **lovingly/patiently/mischievously** draw on everything he could find. Drawing was like breathing to him – it just came naturally **and quickly/gradually/happily**. His teachers, however, were not supportive of his **colourful/interesting/bright** drawings and would often try to discourage him. **“Why don’t you become a doctor instead of wasting time with those silly drawings?” they said.**

His parents were the same, and they **angrily/impatiently/hopelessly** sent him to a military school so that he could learn discipline instead of always daydreaming. Yet, no matter where he ended up, George kept drawing. Even in military school, he would draw what he observed around him. This is when he started adding a signature to his drawings: by combining the first letter of his surname and then that of

his first name, he became Hergé (R G). **“My new identity will make me rich and famous!”**, he **proclaimed**.

After finishing school, Hergé got a job at a newspaper where he was **secretly/quietly/proudly** asked to make drawings of a reporter and his dog, who he called Tintin and Milou. **“Tintin solves adventures with Milou”**, he **explained**. Taking inspiration from American comic strips, Hergé began to write dialogues for his characters in "bubbles", which were **white/round/square** spaces pointing to the characters' mouths and filled with their words.

For the first time in his life, Hergé could **freely/loudly/openly** follow his passions. Yet, many people around the world were not as lucky as him as a **dangerous/destructive/scary** war was **quickly/dangerously/scarily** approaching. Hergé was not aware of what war was like – in fact, he often made fun of the people from **foreign/different/distant** countries besides his own in his drawings. **“I bet that people from other countries have never even seen fries before”**, he **laughed**. He also did not mind drawing for those who **selfishly/evilly/laughingly** supported aggression towards people.

Hergé couldn't have imagined what war was like until he met someone who opened his eyes and changed his mind, taking him out of his own **isolated/naïve/small** bubble. One day, while

cautiously/mysteriously/briefly looking for information about China for a story, he was introduced to a Chinese artist named Tchang. It was **real/true/amazing** friendship at first sight. Tchang and Hergé were the same age, both 27 years old, and they shared many similarities. Tchang **gracefully/patiently/eagerly** taught him the art of calligraphy for improving drawings. When they weren't creating together, they spent hours **quietly/confidently/cheerfully** talking. Tchang told him about his **big/beautiful/unfamiliar** country which he had to **hurriedly/suddenly/sadly** leave because of a war. Hergé listened to the **sad/devastating/cruel** effects of war and learned about the world that existed outside of his drawings. **"Thank you for teaching me about your country. I've learned a lot from you," he admitted.**

Their friendship changed not only Hergé's way of drawing, but also his beliefs. He **quickly/loudly/honestly** regretted ever drawing for those that supported hurting others. His regrets were now seen in Tintin's adventures. No longer did he participate in spreading **hurtful/untrue/vicious** stereotypes about other countries. Instead, Tintin became a character that **regularly/publicly/continuously** traveled the world to learn about differences and not make fun of them. **"Every country has something interesting and valuable about it and I can't wait to learn about it through Tintin", Hergé said.**

Through Tintin, and thanks to his **honest/loyal/intelligent** friend Tchang, Hergé never lost his curiosity but also gained understanding towards others. **“We can all make mistakes, but it’s important to learn from them”, Hergé told others.**

LEVEL 4: HOW DOES IT END? (YOUR OWN ENDING)



Co-funded by
the European Union

The STORIAS project is co-financed by the ERASMUS+ programme of the EU. Its content reflects the views of the authors, and the European Commission cannot be held responsible for any use which may be made of the information therein. (Project code: 2021-1-FR01-KA220-SCH-000029483).

Working in their group or pair, pupils should now enrich the text by expanding on the ending. Help children write and read the ending sentence(s) along with the adjectives, adverbs of manner and dialogue that they already wrote for the Level 1, Level 2 and Level 3 sheets. The sentences in **purple** are suggestions – depending on the proficiency level of your pupils, we recommend children write at least 1 sentence to enrich the ending.

young/brave/shy George Remi grew up with a love of drawing. Armed with his **sharp/black/wooden** pencils, he would **lovingly/patiently/mischievously** draw on everything he could find. Drawing was like breathing to him – it just came naturally **and quickly/gradually/happily**. His teachers, however, were not supportive of his **colourful/interesting/bright** drawings and would often try to discourage him. **“Why don’t you become a doctor instead of wasting time with those silly drawings?” they said.**

His parents were the same, and they **angrily/impatiently/hopelessly** sent him to a military school so that he could learn discipline instead of always daydreaming. Yet, no matter where he ended up, George kept drawing. Even in military school, he would draw what he observed around him. This is when he started adding a signature to his drawings: by combining the first letter of his surname and then that of

his first name, he became Hergé (R G). **“My new identity will make me rich and famous!”**, he **proclaimed**.

After finishing school, Hergé got a job at a newspaper where he was **secretly/quietly/proudly** asked to make drawings of a reporter and his dog, who he called Tintin and Milou. **“Tintin solves adventures with Milou”**, he **explained**. Taking inspiration from American comic strips, Hergé began to write dialogues for his characters in "bubbles", which were **white/round/square** spaces pointing to the characters' mouths and filled with their words.

For the first time in his life, Hergé could **freely/loudly/openly** follow his passions. Yet, many people around the world were not as lucky as him as a **dangerous/destructive/scary** war was **quickly/dangerously/scarily** approaching. Hergé was not aware of what war was like – in fact, he often made fun of the people from **foreign/different/distant** countries besides his own in his drawings. **“I bet that people from other countries have never even seen fries before”**, he **laughed**. He also did not mind drawing for those who **selfishly/evilily/laughingly** supported aggression towards people.

Hergé couldn't have imagined what war was like until he met someone who opened his eyes and changed his mind, taking him out of his own **isolated/naïve/small** bubble. One day, while

cautiously/mysteriously/briefly looking for information about China for a story, he was introduced to a Chinese artist named Tchang. It was **real/true/amazing** friendship at first sight. Tchang and Hergé were the same age, both 27 years old, and they shared many similarities. Tchang **gracefully/patiently/eagerly** taught him the art of calligraphy for improving drawings. When they weren't creating together, they spent hours **quietly/confidently/cheerfully** talking. Tchang told him about his **big/beautiful/unfamiliar** country which he had to **hurriedly/suddenly/sadly** leave because of a war. Hergé listened to the **sad/devastating/cruel** effects of war and learned about the world that existed outside of his drawings. **"Thank you for teaching me about your country. I've learned a lot from you," he admitted.**

Their friendship changed not only Hergé's way of drawing, but also his beliefs. He **quickly/loudly/honestly** regretted ever drawing for those that supported hurting others. His regrets were now seen in Tintin's adventures. No longer did he participate in spreading **hurtful/untrue/vicious** stereotypes about other countries. Instead, Tintin became a character that **regularly/publicly/continuously** traveled the world to learn about differences and not make fun of them. **"Every country has something interesting and valuable about it and I can't wait to learn about it through Tintin", Hergé said.**

Through Tintin, and thanks to his **honest/loyal/intelligent** friend Tchang, Hergé never lost his curiosity but also gained understanding towards others. **“We can all make mistakes, but it’s important to learn from them”, Hergé told others.**

He continued drawing until old age and would often travel like his character, Tintin. Hergé even visited Tchang in China and learned Chinese.

The end!