

Quackling

A folktale from France

Recommended Key Stage: 1 and 2

Synopsis: Quackling is a duckling who is very good with money. Unfortunately, the king isn't, so he borrows some from Quackling with the promise to repay the money. After a year had passed the king had not repaid his debt. After two years Quackling goes on a quest, determined to collect his money. Along the way the duckling meets a ladder, a river and a hive of bees who all want to help, so Quackling takes them to the king's palace. To begin with the guards won't let Quackling in, so he uses one of his traveling companions to gain entry to the palace. When he meets the king, the king doesn't want to repay his debt and so the other two travelling companions are able to help Quackling defeat the king and be crowned in his place.

Part 1: Share the Story

Listen to the audio of Adele Moss telling the story of **Quackling**

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

Questions

- Have they ever been determined to do something?
- How does it feel to be determined? Do you feel strong or weak?
- In this story which characters were determined to do something? How can you tell if someone is determined?
- What did the students think of the story? Did it remind them of any other stories they might know? (e.g. Henny Penny/Chicken Licken)
- Do the main characters of Quackling and Henny Penny (or any other story that has been suggested) show any similarities in behaviour? - they are both determined to see the king
- Link this to their own lives and how they might be determined to do something/complete a task - what do the students do to ensure they complete the task?

Part 3: Play the Story

KS1 activities	KS2 activities
<u>Boasting</u> • This is a role play activity with the students imagining that they are one of the characters in the story (ladder, river or a bee from the hive) and they are boasting to a friend or relative about their role in Quackling's success. The friend/relative is able to ask questions to find out more information or to find out how the character was feeling. • Demonstrate this with the students and together list ideas for questions to ask. Explain that the students don't have to use the questions and they can think of their own. • Take it in turns, so all the students have the opportunity to be a character from the story and to be the friend/relative. • As a variation to the boasting idea the students could choose to be one of the guards who stopped Quackling from reaching the king. The student could then boast about how they were diligent in their role or be very repentant about stopping Quackling from retrieving his money. • Possible questions to use: - <i>Why do you think Quackling took you along?</i> - <i>How did you feel when...?</i> - <i>What was it like to be in the sack?</i> - <i>Did you ever think that Quackling was not going to get their money back?</i> - <i>What was it like to help the future king?</i>	<u>Story Bones</u> • In pairs, the students assign themselves a number (1 or 2). • Those who are number 1 have 2 minutes in which to retell the story. They can add extra details or dialogue and if they forget anything, they can make something up to fit into the story. • After 2 minutes the number 2 students have a turn at retelling the story, but they have 1 ½ minutes. • Back to number 1 and they now have 50 seconds. • The number 2 students finally have 30 seconds in which to retell the story. • It's ok if students don't manage to complete the retellings in the allotted time but the challenge is to trim out the parts that are not essential to the story and reach the 'bones' - the important structure. • In pairs or 4s the students can then consider what they think are the essential parts of the story - for example: is it essential to the story that the main character is a duckling? • List between 6 and 8 points that tell the story in chronological order. This process can help when they create their own stories and can be used as a planning strategy.

Part 4: Story Stimulus

Activities
Creative Challenge: - After the first year, Quackling wrote to the king asking/reminding him about the unpaid loan - what did Quackling write? - Consider: Quackling is writing to royalty so what tone will he use? e.g. friendly, threatening or more formal? How will Quackling open the letter? e.g. will he ask after the king's health or jump straight to the problem? How will the letter end? e.g. love from... Best wishes... Yours sincerely... - Respond to Quackling's letter from the king. What 'reasons' did he have as to why he has not repaid the loan? - Quackling has help from a variety of places – a ladder, a river, a hive of bees; what other items could help Quackling recover his money from the king? Where would Quackling meet these items and how would they help in the task? e.g. a coil of rope found in a barn that could tie up the guard so Quackling could get past. - Rewrite the story from the king's point of view. Who will be the determined character this time?

Part 5: Taking it Further

Other stories on the theme of determination: The Bird in the Forest (Asia) The Tortoise and the Hare (Europe) The Little Red Hen (Europe) The King and the Cockerel (Middle East) Wider Curriculum Links KS1 PSHE - what money is; forms that money comes in; that money comes from different sources - that people make different choices about how to save and spend money - about the difference between needs and wants; that sometimes people may not always be able to have the things they want - that money needs to be looked after; different ways of doing this KS2 PSHE - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) - to recognise that people make spending decisions based on priorities, needs and wants - different ways to keep track of money - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
