



Story Changers: Enhancing Pupils' Social Skills and Enriching Teaching Methods Through Storytelling and Virtual Reality

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## Coordinated by

**MMC** Mediterranean  
Management Centre

## Partners



**Apostolos  
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## A Guide for Using the “You Tell” Stories

### A. Introduction

The set of 10 “You Tell” is the main training tool which has been developed in the framework of the Story Changers project in order to be used by primary school teachers at the experiential “Change the Story” training events for pupils that will take place in the countries of the consortium (Cyprus, Greece, Spain, Malta, France) in the final part of the project. The stories are publicly available on the project’s website – and will remain so also after the end of the project –, thus they can be utilised as innovative tools that can be integrated in formal/informal/non-formal teaching by any teacher or any other interested party. In order to make the “You Tell” stories more attractive and easier to use for teachers and pupils, the project partners have decided to add illustrations to the stories to transform them into colourful booklets.

### Topics of the “You Tell” Stories

As the main purpose of the “You Tell” stories is to help primary school pupils develop basic social skills and cultivate certain social and ethical values, all stories revolve around or address one or more of the following topics:

- Diversity
- Resilience
- Friendship
- Respect
- Limits

### Form of the “You Tell” Stories

The “You Tell” stories are open-to-the-reader’s-decisions stories, that is, they comprise certain “decision points”, where the reader is asked to decide between two (or more) different versions of the plot or reactions of the hero, and, depending on the option selected, he/she is directed to a certain page.

The “You Tell” stories are 20-35 pages long with all the plot branches included, hence the reading of the story following only one plot branch at each decision point, lasts 20-30 minutes.

## Rationale behind the “You Tell” Stories

Both the subject and the form of the “You Tell” stories have been selected as most appropriate for the development of pupils’ social skills and values. More specifically, in open-to-decision stories, the reader weighs up the pros and cons of a decision, assesses the situation which has occurred in the story, estimates the impact of his/her decision, takes a decision and moves on with it, thus becoming the hero of the story. Non-linear texts have a positive influence on the maturing process of young readers, as the latter have the opportunity to interact with the story relying on their own perspectives, while they are invited to activate their critical thinking, their creativity and their imagination.

### B. The 10 “You Tell” Stories

Title	Main Topic	Composed by
1. The Scary Dictionary	Respect	MMC
2. The Journey of the Animals	Friendship	MMC
3. May It Shine for Them All: the Mystery of the Missing Moon	Diversity	Eurocircle
4. The Red Crabs Island	Resilience	Escola Sant Josep Aguilera
5. Kike and Redfeathered	Friendship	Apostolos Varnavas Primary School
6. “The Brightest Firefly” - A story about the value of respect	Respect	Ellinogalliki Scholi Jeanne D’Arc
7. “How Can I say No to You?” – A story about the value of having limits	Limits	Ellinogalliki Scholi Jeanne D’Arc
8. Rospo	Limits	St Joseph Mater Boni Consilii
9. The Girl with the Enchanted Voice	Diversity	Mythos
10. The Carob Tree	Resilience	Mythos

# The Heroes of our Stories





# 1. The Scary Dictionary

<b>Primary Topic</b>	Respect
<b>Secondary Topic</b>	Reading books as a timeless method for knowledge acquisition
<b>Learning Outcomes</b> <i>Through the story, children are expected to:</i> <ul style="list-style-type: none"><li>• Read about and have a basic understanding of various forms of respect</li><li>• Learn about respecting different opinions</li><li>• Learn about accepting and embracing diversity</li><li>• Learn about the importance of talking to others in a respectful way</li><li>• Learn the value of reading as a means for entertainment and the acquisition of new sets of knowledge</li><li>• Learn about the importance of using modern electronic devices in moderation</li></ul>	
<b>Target Group (Pupils)</b> <input type="checkbox"/> 1 <sup>st</sup> -2 <sup>nd</sup> Grade of Primary School <input type="checkbox"/> 3 <sup>rd</sup> -4 <sup>th</sup> Grade of Primary School <input checked="" type="checkbox"/> 5 <sup>th</sup> -6 <sup>th</sup> Grade of Primary School	
<b>General information on the story</b> <ul style="list-style-type: none"><li>• Fictional story</li><li>• The story is inspired by the book “I zografia tis Christinas” (“Christina’s Drawing”), written by Evgenios Trivizas and the story “Herman learns about respect”, written by Maria Kourbani.</li></ul>	
<b>Summary</b> <p>The books in Mr. Sam’s old bookshop “The Foundation” come alive and try to discover why so many people have stopped reading books. A group of brave books decide to go to the outer world and find out the truth. One of those books is Lex, a scary and always angry dictionary, which doesn’t show respect to anyone else and considers itself as a superior book. During the group’s adventure, Lex will realise the great importance of respect and eventually will decide to change its attitude toward others. In the end, despite the overuse of electronic devices by humans, Mr. Sam’s bookshop will attract many new customers due to a series of events, hence the magic of reading books will not cease to exist.</p>	





## 2. The Journey of the Animals

<b>Primary Topic</b>	Friendship
<b>Secondary Topics</b>	Cooperation Respect Resilience
<b>Learning Outcomes</b>	
<p><i>Through the story, children are expected to:</i></p> <ul style="list-style-type: none"> <li>• Learn how to share</li> <li>• Learn to forgive</li> <li>• Learn to solve their differences peacefully</li> <li>• Believe in friendship</li> <li>• Learn to be selfless</li> <li>• Learn to be honest towards other people</li> <li>• Learn to accept that each person is unique</li> <li>• Learn to show empathy</li> <li>• Learn to respect other persons' limits, wishes etc.</li> <li>• Learn to help and support other people</li> <li>• Learn to collaborate with others</li> <li>• Learn to coexist</li> </ul>	
<b>Target Group (Pupils)</b>	
<input type="checkbox"/> 1 <sup>st</sup> -2 <sup>nd</sup> Grade of Primary School <input type="checkbox"/> 3 <sup>rd</sup> -4 <sup>th</sup> Grade of Primary School <input checked="" type="checkbox"/> 5 <sup>th</sup> -6 <sup>th</sup> Grade of Primary School	
<b>General information on the story</b>	
<p><i>The story has been inspired from the following:</i></p> <p><u>Hedgehog's Dilemma</u></p> <p>The hedgehog's dilemma is a metaphor about the challenges of human intimacy. It describes a situation in which a group of hedgehogs try to sit close to one another to share heat during cold weather. When</p>	



they do so though, they hurt one another with their sharp spines, so they have to remain apart. Although they intend to have a close reciprocal relationship, this may not occur, for reasons they cannot avoid. Arthur Schopenhauer conceived this metaphor to describe what he considers to be the state of the individual in relation to others in society. The hedgehog's dilemma suggests that despite goodwill, human intimacy cannot occur without substantial mutual harm, and what results is cautious behaviour and weak relationships. With the hedgehog's dilemma, one is recommended to use moderation in affairs with others both because of self-interest, as well as out of consideration for others.

#### Henry (2015, Virtual Reality Short Film)

Henry is hedgehog that does not have any friends because he likes to hug everyone. In the movie, Henry appears in his house on his birthday, sad that he is all alone. He lights the candle on his cake, makes a wish and blows it. Then a group of animal-shaped balloons comes to live and they start flying around in the room. Henry is thrilled to see the balloon animals, and one of them approaches Henry and tries to hug him. As soon as Henry hugs it, the balloon explodes. The rest of the balloons, terrified, go out of the house, leaving Henry alone. A few moments later, they come back bringing with them a turtle. The turtle hugs Henry without being hurt by his spines and Henry is happy again.

#### **Summary**

On the planet of the animals, the Committee of the Wise decides to assign to the Team of the Chosen Ones to travel to the Red Continent. Among the Chosen Ones is the hedgehog, who has difficulties adjusting to the team. Will he accept the beaver's friendship or will he be alone during the journey?



### 3. May It Shine for Them All: the Mystery of the Missing Moon

<b>Primary Topic</b>	Diversity
<b>Secondary Topics</b>	Friendship
<b>Learning Outcomes</b> <i>Through the story, children are expected to:</i> <ul style="list-style-type: none"><li>• Recognise the existence of prejudices and their impact on the society and, more generally, on our worldview</li><li>• Encourage pupils to put into question biases and stereotypes</li><li>• Realise the importance and richness of diversity</li><li>• Be able to recognise the importance of not stopping at the surface and the appearance</li><li>• Understand the importance of sharing and collaborating</li><li>• Be able to see the richness that can be found in the establishment of friendship and diverse relations</li><li>• Encourage resilience and perseverance</li></ul>	
<b>Target Group (Pupils)</b> <input type="checkbox"/> 1 <sup>st</sup> -2 <sup>nd</sup> Grade of Primary School <input checked="" type="checkbox"/> 3 <sup>rd</sup> -4 <sup>th</sup> Grade of Primary School <input checked="" type="checkbox"/> 5 <sup>th</sup> -6 <sup>th</sup> Grade of Primary School	
<b>Summary</b> The tale tells the story of Sheila, the sweet she-wolf, and Fred, the funky frog, and their adventure to solve the mystery of the missing moon. In the valley where the story takes place, frogs and wolves do not get along at all and have strong prejudices against each other. Even their shared love for music is a reason for discord, and their mutual dislike pushes them to send up into smoke the organisation of the Moonlight concert. The heroes' quest will encourage them to realise that they have much more than they think in common and it will bound them forever in friendship.	



## 4. The red crabs island

<b>Primary Topic</b>	Resilience
<b>Secondary Topics</b>	Friendship
<b>Learning Outcomes</b> <i>Through the story, children are expected to learn to:</i> <ul style="list-style-type: none"><li>• Have a positive attitude</li><li>• Be able to regulate emotions</li><li>• Be able to see adversity as an opportunity to learn and grow</li><li>• Be willing to take action</li><li>• Acquire and be able to apply problem-solving skills</li><li>• Maintain friends and relationships that can provide support</li><li>• Be willing to accept help</li></ul>	
<b>Target Group (Pupils)</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 1<sup>st</sup>-2<sup>nd</sup> Grade of Primary School</li><li><input checked="" type="checkbox"/> 3<sup>rd</sup>-4<sup>th</sup> Grade of Primary School</li><li><input checked="" type="checkbox"/> 5<sup>th</sup>-6<sup>th</sup> Grade of Primary School</li></ul>	
<b>Summary</b> <p>Martí is a red crab from the Christmas Island. His dream is to be the best astronaut. But a very special day for him (one night that he will be able to see huge stars in the sky), is the day, at the same time, when all the red crabs cross the island to go to the shore. He will have to decide how to manage this situation with the help of Roc and Tina, two school partners.</p>	



## 5. Kike and Redfeathered

<b>Primary Topic</b>	Friendship
<b>Secondary Topics</b>	Fighting stereotypes
<b>Learning Outcomes</b> <i>Through the story, children are expected to learn to:</i> <ul style="list-style-type: none"><li>• Support their friends</li><li>• How to solve their conflicts</li><li>• Accept diversity</li><li>• Recognise stereotypes</li></ul>	
<b>Target Group (Pupils)</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 1<sup>st</sup>-2<sup>nd</sup> Grade of Primary School</li><li><input checked="" type="checkbox"/> 3<sup>rd</sup>-4<sup>th</sup> Grade of Primary School</li><li><input type="checkbox"/> 5<sup>th</sup>-6<sup>th</sup> Grade of Primary School</li></ul>	
<b>Summary</b> <p>On a large farm next to a green meadow, many hens lived with their chickens. Mr Kikiriko is the arched black rooster of the farm who keeps all of them safe. Kike and Redfeathered shared their secrets, their dreams and they supported each other in whatever difficulties they faced. Kike is very pretty and wants to be a great dancer. Redfeathered is clumsy but has a great voice and wants to be a singer. Everybody in the farm finds these two chickens strange and laugh at them. Kike and Redfeathered want to leave everything behind and follow their dreams. They must first get strong and get over their fears.</p>	



## 6. “The brightest firefly” - A story about the value of respect

<b>Primary Topic</b>	Respect
<b>Secondary Topics</b>	Value of friendship Importance of collaboration and self-awareness
<b>Learning Outcomes</b> <i>Through the story, children are expected to learn to:</i> <ul style="list-style-type: none"><li>• Understand the value of self-respect</li><li>• Make choices that promote self-respect</li><li>• Realize if they have made a wrong choice and try to fix their actions</li><li>• Understand that diversity isn't something that must frightens us but it should be welcomed and respected</li></ul>	
<b>Target Group (Pupils)</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 1<sup>st</sup>-2<sup>nd</sup> Grade of Primary School</li><li><input checked="" type="checkbox"/> 3<sup>rd</sup>-4<sup>th</sup> Grade of Primary School</li><li><input type="checkbox"/> 5<sup>th</sup>-6<sup>th</sup> Grade of Primary School</li></ul>	
<b>Summary</b> <p>Fani is a firefly different from others, who hasn't made any friends. She meets a fly named Mavromatis, a wise and kind fly. They become friends and together face many challenges. Throughout these challenges Fani learns how important is to respect others and mostly, how important it is to respect ourselves.</p>	



## 7. “How can I say no to you?” – A story about the value of having limits

<b>Primary Topic</b>	Importance of having limits in life
<b>Secondary Topics</b>	Importance of self-regulation and taking responsibilities
<b>Learning Outcomes</b> <i>Through the story, children are expected to learn to:</i> <ul style="list-style-type: none"><li>• Understand the value of limits</li><li>• Make choices that promote self-regulation</li><li>• Make choices that show responsibility towards ourselves and others</li><li>• Realize if they have made a wrong choice and try to fix their actions</li><li>• Realize that all choices, good or bad, have consequences</li></ul>	
<b>Target Group (Pupils)</b> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 1<sup>st</sup>-2<sup>nd</sup> Grade of Primary School</li><li><input checked="" type="checkbox"/> 3<sup>rd</sup>-4<sup>th</sup> Grade of Primary School</li><li><input type="checkbox"/> 5<sup>th</sup>-6<sup>th</sup> Grade of Primary School</li></ul>	
<b>Summary</b> <p>A little boy, Dimitris, doesn't like that his parents, Pavlos and Maria keep saying no to him. So, he wishes that this stopped. An owl called Wisdom appears and grants the boy's wish. Dimitris now asks and does whatever he wants without his parents denying him anything. He decides not to do his homework, not to go to the dentist, and to buy whatever he likes. He soon realizes that acting without limits, without self-control can have serious consequences.</p>	



## 8. Rospo

<b>Primary Topic</b>	Limits – going beyond our limitations and respecting boundaries - our fear can be our limit
<b>Secondary Topics</b>	Standing up to bullies – and respecting others
<b>Learning Outcomes</b>	
<p><i>Through the story, children are expected to learn:</i></p> <ul style="list-style-type: none"> <li>• The value of being honest and to respect others</li> <li>• To dare to go beyond our limitations</li> <li>• How to respect boundaries</li> <li>• To realise how important it is to stand up to bullies</li> <li>• To respect others</li> </ul>	
<b>Target Group (Pupils)</b>	
<input checked="" type="checkbox"/> 1 <sup>st</sup> -2 <sup>nd</sup> Grade of Primary School <input checked="" type="checkbox"/> 3 <sup>rd</sup> -4 <sup>th</sup> Grade of Primary School <input type="checkbox"/> 5 <sup>th</sup> -6 <sup>th</sup> Grade of Primary School	
<b>General Information on the Story</b>	
<p>Giants (the heroes and villains of this story) have always featured in Maltese folktales. Calypso and Odysseus who lived supposedly on the island of Ogygia – the present Gozo. One of the temples on Gozo is in fact called Ggantija – meaning of Giants. The backdrop is also situated in a village amongst the hills – on Gozo there are 3 big hills and the giants lived in caves. Around Malta and Gozo there are numerous caves and they are known to have been used as giants' dwellings in the past.</p>	
<b>Summary</b>	
<p>These giants lived in dark, deep, damp caves that were dug in the rocks in the city of Noni. There lived all types and sizes of giants. There were some enormous giants, and some others were a bit smaller. One particular giant was always bullied. The princess of the Village is kidnapped by the villain Petrusku – Rospo is faced with a number of decisions.</p>	





## 9. The Girl with the Enchanted Voice

<b>Primary Topic</b>	Diversity
<b>Secondary Topics</b>	Respect Acceptance Inclusion Empathy Stereotypes
<b>Learning Outcomes</b> <i>Through the story, children are expected to learn:</i> <ul style="list-style-type: none"><li>• Accept diversity</li><li>• Show empathy</li><li>• Understand their feelings and be able to talk about them</li></ul>	
<b>Target Group (Pupils)</b> <input type="checkbox"/> 1 <sup>st</sup> -2 <sup>nd</sup> Grade of Primary School <input type="checkbox"/> 3 <sup>rd</sup> -4 <sup>th</sup> Grade of Primary School <input checked="" type="checkbox"/> 5 <sup>th</sup> -6 <sup>th</sup> Grade of Primary School	
<b>Summary</b> A young prince falls in love with a girl by the sound of her heavenly voice, during a ride in the forest. When he finally sees her, he notices a big dark mark on her face. He decides to ignore her mark and bring her to his home and marry her. But first he has to save her from the terrifying giant who keeps her imprisoned. During his journey in the big forest, he is going to meet several 'unusual' magic helpers who teach him not to be afraid and trust what is different from them. The prince defeats the Giant, takes the girl and brings her to his palace to marry her	



## 10. The Carob Tree

<b>Primary Topic</b>	Resilience
<b>Secondary Topics</b>	Limits
<b>Learning Outcomes</b> <i>Through the story, children are expected to learn:</i> <ul style="list-style-type: none"><li>• How to be brave</li><li>• To do the next step and find the courage to find a purpose in life</li></ul>	
<b>Target Group (Pupils)</b> <input type="checkbox"/> 1 <sup>st</sup> -2 <sup>nd</sup> Grade of Primary School <input type="checkbox"/> 3 <sup>rd</sup> -4 <sup>th</sup> Grade of Primary School <input checked="" type="checkbox"/> 5 <sup>th</sup> -6 <sup>th</sup> Grade of Primary School	
<b>Summary</b> A carob tree that lives in a grey, dirty city wishes to move to another, greener place with more trees. Will she make it?	



## C. How to Use the “You Tell” Stories

### I. How to read the stories

*Depending on the age of the pupils, the stories may*

- Be read out by the teacher before the whole class
- Be read by pupils individually
- Be read out in turns - or played out - by pupils

### II. Decision points

*On each decision point*

- The teacher may ask pupils to vote the option they prefer and move on to read the plot branch that the majority of pupils has voted for
- Pupils may make their choices individually
- Pupils may be divided into groups, and the teacher can ask from each group to follow a different path of the story, so that the pupils can then compare the different versions of the plot

### III. Examples of activities using the stories

*Before reading the story, the teacher can:*

- Ask pupils various questions relevant to the primary topic of the story
- Ask pupils to read the title of the story and guess what it is about
- Read the names of the characters and ask pupils to imagine their role in the story

*While reading the story, the teacher can:*

- Ask pupils to play out the different characters in the story
- To animate the story using sounds, music, dance, etc.



- To explain the differences between the options that appear on each decision point (especially with regard to the story's topic)

*After reading the story, the teacher can:*

- Ask pupils to think about or write more decision points or options that can lead to different plot branches
- Ask pupils to discuss the pros and cons of each option and the respective plot branch
- Ask pupils to create a drawing, video, song, poem etc. inspired by the story
- Ask pupils to create another story on the same topic
- Ask pupils to create another story with the story's characters