

## **Same Story. Two Characters. No Illustrations. Tons of Possibilities!**

*Who do I want to be today? Betina or Bailey?*

*From what perspective do I want to see the world?*

*What does my fish look like?*

*It's different than your picture, and that's okay. We're both right.*

### **Same Story / Two Characters**

- Meet Betina and Bailey.
- Same story, different characters.
  - The child selects the character s/he wants to be, at that point in time The choice may be different tomorrow.
- Target Audience: Grades 2-3
  - See *Examples of Actual Use* for applications with other grades/audiences.

### **No Illustrations—You create the images (or not—your choice)**

- Story comes in 2 Books + a CD (described in “Do Over”):
  - The Fun Book (the To-Be-Illustrated version)  
The story runs across the top of each page with ample white space below for image creation.
  - The Companion Guide (a teacher's-type guide)  
Use the leading questions and other ideas provided to get the conversation started and the images flowing.

### **Tons of Possibilities Through Expression**

- Use a combination of methods or none of them:
  - Conventional methods: Draw, paint, sketch, color, etc.
  - Creative methods: Use family photos, cut out pictures from magazines, download legally images from the Internet
  - Conversational methods: Talk about it, create vivid images through words or play acting.

### **Tons of Possibilities Through “Do Over” & “Do More”**

- The CD allows for flexibility in use, reprinting and repeating.
  - Reprint the story as many times as desired.
  - Create new images or use it for a team/group project.
  - Vary the paper color with each printing.
  - If juice is spilled on a page or the artist dislikes the creation, print a new page!

## **Take Reading Beyond the Mechanics & Create Some Magic! & Other Objectives**

### **Have fun with your imagination. Dream BIG!**

- This format provides a safe environment where children can flex their imagination muscles and think “out of the box”.
- The only rules are:
  1. There are no rules. Have fun!
  2. All images welcome. The more “wild” and fantastic, the better. (After all, you’re “right” from your perspective.)
  3. If you can dream it, then it may be real. Go for it!

### **Build Identity / Self-Esteem by defeating Dick-and-Jane, cookie-cutter images**

- Few illustrated books provide images that match the wonderful melting pot of heritages present in families today.
- Typically, many stories feature the perception of one race.
  - Many children and families cannot identify with these antiquated images.
  - Teachers have a hard time working with these images and the subtle messaging they give.
- With this story format, the child creates what her/his character looks like.
  - It doesn't matter if the image looks like her/him.
  - The picture may change everyday. It doesn't matter. What matters is, what the child is feeling, identifying with, and communicating that matters. What “works” for her/him at that moment is what “works”.

### **Get Tactile with Reading**

#### **Dive in, chew on it, savor it; Get your “hands dirty & your feet wet”**

- How many times has a child received a book and was told, “Don't write in it. Take good care of it. You don't want to ruin it!”
- These statements may discourage the child from truly enjoying and experiencing a book.
- This format encourages the child to get tactile with the story, the book, and READING!
- They *should* taste it, feel it, and embrace it. They *should* EXPERIENCE the story. As a result, they may ENJOY the whole process and love reading!
- If they want to tear up the page, fine!      If they want to proudly display it, fine!      It's all good!

### **Improve Social, Language, Critical-thinking, Decision-making & “Softer” Skills**

- Through use and interaction, the child builds/improves:
  - Language/communication skills
  - Team-building, leadership skills and other social and relationship skills
  - Critical-thinking, reasoning, and decision-making skills



**Award-Winning, Facilitated Children's Stories™**  
**Stimulating the Imagination**  
**& Enabling Conversation**

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## Other "Good Stuff"

### Educational Benefits

- The story meets all *50 US STATES EDUCATION CRITERIA/GUIDELINES FOR LANGUAGE ARTS FOR GRADES 2 & 3*
- Uses Bloom's Taxonomy to stimulate the imagination and develop critical-thinking and decision-making skills
- Brings Art back to the classroom
- Excellent for tutoring and remote learning/homeschool environments

### Adaptable to Many Uses & Environments

- Portable! Take the CD on a trip or to Grandma/pa's.
- Excellent activity for babysitters!
- Used successfully in family therapy sessions (as a way to draw out children)
- Used with Autistic children with great results
- Many uses for ages beyond Grades 2-3:
  - Used as mentoring and service projects
  - A great activity to use with the elderly to stimulate the mind, especially those with failing memories.
  - See *Other Real-life Examples* on the next page.

## Examples of Use

### Kindergarten-Grade 1

- Stimulate & Encourage Imagination, Conversation & Social Interaction Skills  
Use pictures, puppets or other visual aids to supplement the story. Engage the children by asking leading questions to create dialog and stimulate the imagination.

### Grades 2-3

- Team-based Collaborative Project  
Divide the class into small groups and instruct the children to work as team. As a team, they decide how to illustrate the book in the specified time.
- Reward / Incentive Program  
After the required assignments are completed as specified, the student can then work on this creative project.
- Teaching English as a Second Language / Learning Another Language  
Helpful in bi-lingual education or with families where English is not the primary language.
- Extended Research of the Topics  
Delve into the story's images or the activities listed in *The Companion Guide*.

### Grades 4, 5, 6

- Service / Mentoring Project  
Illustrate and give the books to children at lower grades, children in hospitals, relief agencies, or other groups.

### Grades 7-8

- Service / Mentoring Project  
Partner with a student from Grade 2 or 3 to foster a big brother/sister-type relationship.

### Babysitters, Day Care Workers, Tutors, Family Therapy or Counseling Sessions

- Social & Learning Activity (Individual or Group)  
Helps improve reading comprehension, visual imagery, imagination, communication, and social interaction skills.

### Children with Special Needs & Elderly

- Developmental Activity (Individual or Group)  
Helps improve communication, interpersonal and social skills; and stimulates cognitive thinking.