Trabajo Fin de Grado

Introduction of LGBT diversity through storytelling in the English Primary Classroom.

Autor/es

Iván Chueca Herranz

Director/es

José María Yebra Pertusa

Facultad de Ciencias Humanas y de la Educación. Campus de Huesca.

Año 2020/2021

Table of Content

1. INTRODUCTION 7

2. JUSTIFICATION 9

2.1. Legal and Educative Framework 9

2.1.1. Legal and Educative Framework of LGBT Community in Spain 9

2.1.2. Legal and Educative Framework of LGBT Community in Aragón 10

2.2. LGBT Community representation in class. 12

2.2.1. Authors about the inclusion of LGBT community in class. 12

2.2.2. Textbook Analysis 14

3. OBJECTIVES 19

4. METHODOLOGY 19

5. THEORETICAL FRAMEWORK 20

5.1. Content: Sexual diversity (LGBT topic or LGBT identity) 21

5.2. Approach: Communicative Language Teaching (CLT) 23

5.3. Tool: Storytelling and fairy tales 26

6. UNIT PLAN 30

6.1. Context 30

6.2. Objectives 31

6.3. Lessons 33

6.3.1. Lesson 1: Cinderella 34

6.3.2. Lesson 2: Describing Cinderella 35

6.3.3. Lesson 3: Rapunzel 36

6.3.4. Rapunzel Escaped! 37

6.3.5. Lesson 5: Snow White 38

6.3.6. Lesson 6: Fairy tales 38

6.3.7. Lesson 7: Sleeping Beauty 39

6.3.8. Lesson 8: I wasn't planning this lesson. 40

6.3.9. Lesson 9: Prince and Knight 41

6.3.10. Lesson 10: Knights can rescue princes. 42

6.3.11. Princess Li 43

6.3.12. Stereotypes and Prejudices 43

6.3.13. Lesson 13: Princess and Maiden 44

6.3.14. Writing the ending. 45

6.4. Assessment 45
7. CONCLUSION 47
8. BIBLIOGRAPHY 49
8.1. Legislation 49
8.2. Textbooks 49
8.3. References 50
APPENDIX 1. UNIT PLAN (TABLES) 54
1.1. Lesson 1: Storytelling Cinderella 57
1.2. Lesson 2: Describing Cinderella 64
1.3. Lesson 3: Describing Cinderella 70
1.4. Lesson 4: Rapunzel Escaped! 77
1.5. Lesson 5: Storytelling Snow White 84
1.6. Lesson 6: Fairy Tales 95
1.7. Lesson 7: Storytelling Sleeping Beauty 102
1.8. Lesson 8: I wasn't planning this lesson. 109
1.9. Lesson 9: Storytelling Prince and Knight 116
1.10. Lesson 10: Knights can rescue princes. 123
1.11. Lesson 11: Storytelling Princess Li 132
1.12. Lesson 12: Stereotypes and Prejudices 138
1.13. Lesson 13: Storytelling Maiden and Princess 148
1.14. Lesson 14: Writing the ending 153
2. APPENDIX 2: CLASS MATERIALS 158
2.1. Lesson 1: Storytelling Cinderella 158
2.1.1. Pictionary Words 158
2.1.2. Story Cards (Story Images) 159
2.1.3. Written Version of Cinderella 166
2.1.4. Vocabulary Flashcards 167
2.1.5. Cinderella Written Version (Divided) 168
2.2. Lesson 2: Describing Cinderella 169
2.2.1. Written Version of Cinderella (Divided) 169
2.2.2. Question sheet (Questions for a good interview) 170
2.2.3. Adjectives Checklist 171
2.3. Lesson 3: Storytelling Rapunzel 172
2.3.1. Pelmanism Cards 172

2.3.2. Rapunzel Written Version 175
2.3.3. Vocabulary Flashcards 176
2.4. Lesson 4: Rapunzel escaped! 177
2.4.1. Clip 'Friends' 177
2.4.2. Rapunzel Fairy Tale (Divided) 177
2.4.3. Power Point Past Simple (Example) 178
2.4.4. Past Simple Rules 179
2.4.5. Irregular Verbs 180
2.5. Lesson 5: Storytelling Snow White 181
2.5.1. Written version of the tale. 181
2.5.2. Vocabulary Flashcards 182
2.5.3. Story Cards (Story Images) 183
2.5.4. Snow White Plot Checklist 189
2.5.5. The parts of a fairy tale 190
2.6. Lesson 6: Fairy Tales 191
2.6.1. Steps of writing process 191
2.6.2. Websites and Questions for the research 192
2.7. Lesson 7: Storytelling Sleeping Beauty 193
2.7.1. Written version Sleeping Beauty. 193
2.7.2. Fairy tale images 194
2.7.3. Sleeping Beauty Image 198
2.7.4. Vocabulary Flashcards 199
2.8. Lesson 8: I wasn't planning this lesson. 200
2.8.1. Musical Video 200
2.8.2. Written version of the tale (Divided) 200
2.8.3. Power Point Past Continuous (Example) 201
2.8.4. Past Continuous Rules 202
2.8.5. Funny Video 202
2.9. Lesson 9: Storytelling Prince and Knight 203
2.9.1. Portraits and Name Cards 203
2.9.2. Written version Prince and Knight. 205
2.9.3. Characters Question Sheet 206
2.9.4. Debate Rules 207
2.10. Lesson 10: Knight can rescue princes. 208
2.10. 1. Inclusive Language Table 208

2.11. Leson 11: Storytelling Princess Li 209
2.11.1 Images from the tale – Written version of the tale 209
2.11.2 Vocabulary Flashcards 209
2.12. Lesson 12: Stereotypes and Prejudices 210
2.12.1. Like a girl (Video) 210
2.12.2. Research Sheet 210
2.13. Lesson 13: Storytelling Maiden and Princess 211
2.13.1. Fairy tale's cover 211
2.13.2. Vocabulary flashcards 212
2.14. Lesson 14: Writing the ending 213
2.14.1. Useful Structures 213
2.14.2. Useful vocabulary 213
2.15. Logbook 214
2.15.1. Logbook Lesson 1 – Lesson 3 (Example) 214
2.15.2. Logbook Lesson 4 – Lesson 14 (Example) 216
APPENDIX 3. ASSESSMENT MATERIALS 218
3.1. Lesson 2. Describing Cinderella 218
3.1.1. Sentences and interview's rubric 218
3.2. Lesson 3: Storytelling Rapunzel 220
3.2.1. Rapunzel Oral Description Rubric 220
3.2.2. Plot Checklist 222
3.3. Lesson 4: Rapunzel Escaped 223
3.3.1. Observation Guide (Past Simple) 223
3.4. Lesson 5: Storytelling Snow White 224
3.4.1. Observation Guide 224
3.5. Lesson 7. Storytelling: Sleeping Beauty 225
3.5.1. Observation Guide 225
3.5.2. Checklist Fairy tale Sleeping Beauty (Plot) 226
3.5.3. Checklist Description 227
3.6. Lesson 8: I wasn't planning this lesson. 228
3.6.1. Observation Guide 228
3.7. Lesson 9: Storytelling Prince and Knight 229
3.7.1. Prince and Knight: Debate Checklist 229
3.8. Lesson 10: Knight can rescue princes. 230
3.8.1. Draft Checklist 230

3.9. Lesson 11: Storytelling Princess Li 231
3.9.1. Princess Li: Plot Checklist 231
3.10. Lesson 13: Maiden and Princess 232
3.10.1. Interview Rubric 232
3.11. Lesson 14: Writing the ending 237
3.11.1. Ending's rubric 237
APPENDIX 4: APPENDIXES' BIBLIOGRAPHY 246

Introduction of LGBT diversity through storytelling in the English Primary Classroom.

- Written by Iván Chueca Herranz
- Directed by José María Yebra Pertusa
- Presented for its defence in the call of June of the year 2021.
- Number of words: 17970

Abstract

The main objective of this end-of-degree project is to demonstrate that LGBT diversity can be included at Primary Schools, more specifically in EFL as a way of fostering an inclusive education. For achieving this objective, the paper starts by addressing the legal situation of the inclusion of LGBT diversity in Spanish Primary classrooms and bibliography on its implementation in the Primary education.

With this in mind, this dissertation designs a Unit Plan on LGBT diversity, gender roles and stereotypes and prejudices. This Unit Plan is designed for the EFL classroom, so students will learn English while they are taught about the diversity in our world. The Unit Plan finds in traditional and modern fairy tales a contrast between stereotypes and prejudices and inclusiveness. These tales are introduced through storytelling, which is a tool often used in the Communicative Language Teaching (CLT). CLT allows the creation of a communicative environment in class, where the LGBT diversity is introduced. The main of this process of revision of traditional fairy tales and encountering new fairy tales is that students are able to produce an alternative and inclusive ending for a fairy tale of their choice.

Key Words: LGBT diversity, gender role, stereotypes and prejudices, Unit plan, EFL.

1. INTRODUCTION

The end-of-degree project is supposed to be the last step as a student from Primary Teaching, before becoming teacher of this level. During this project, I will integrate all competences related to knowledge (*savoir*), with procedures (*savoir faire*) and with attitudes towards education *(savoir être*). All three of them are competences that have been acquired presumably during the last 4 years. We can consider this project as our last challenge at university, a complex task to put together all the skills and knowledge that we have acquired. The general objective of writing an end-of-degree project, independently from the chosen modality, is to be familiar with investigation tasks. At the same time, we should be able to reflect about the teaching and learning process, so we can improve our future as teachers.

During these four years at University, I have also noticed that are plenty of topics and issues to deal with in the Primary classroom. Some teachers of Literature or Natural Science at my University emphasised to us the importance of talking with kids about all the topics that could be related to the world where they are living. It means that the topics are not only attached to the curriculum, but to children's reality as well. In fact, during the six years of primary education the content does not change, so students learn about the same issues year after year. It can provoke a decay of motivation at class, as the topics are generally not related to their life experience. Similarly, we can find obstacles when introducing topics that are not considered in the curriculum. A large part of these topics are not introduced because they are considered complex or uncomfortable for children. For example, it can be argued that there is a lack of content related to death or even to divorce. But these topics are not only uncomfortable; they have been considered as a taboo by a great part of society for a long time. This absence of relevant content that I noticed during university education has inspired this end-of-degree project. The purpose of this paper is to present a unit plan in which to address, sexual diversity, a topic that has been considered taboo for years.

This end-of-degree project includes a teaching proposal in which sexual diversity works as the main content. For its own nature, sexual diversity is directly related to the LGBT community, which have fought for the rights of queer people for many years. The main objective of this unit plan is to make students aware of a reality in their world. It intends to develop in students some values like tolerance and acceptance when talking

about sexual orientation. Concretely, this plan is inscribed in the English subject, so values on sexual diversity are going to be taught through English, with the objective that children acquire some skills, specifically, reading a fairy tale from a critical point of view and writing a fairy tale denouement including diversity. Therefore, it is necessary to make students understand the structure of a fairy tale and a series of linguistic conventions that are typical from fairy tales (vocabulary or common expressions). The unit plan is going to be based upon the general guidelines of Communicative Language Teaching (CLT). For working with that approach, the teacher will use the tool of storytelling (using fairy tales) to introduce sexual diversity in the classroom. The tangible outcome to prove that students have understood this topic is the rewriting of a classic fairy tale's ending breaking with traditional stereotypes. These three elements (LGBT content, CLT, storytelling) are the axes of this dissertation and therefore will be explained in depth in section 5. Theoretical Framework.

In the following pages, prior to the presentation of the unit plan, three different sections presenting the justification, objectives and theoretical framework methodology, have been included which contain different information because they are essential to understand this proposal:

- *Section 2. Justification*: It offers information about the legal framework, the legislation in Spain and Aragón concerning sexual orientation in the education system. On the other hand, this point also includes information related to the current situation of LGBT topic in the primary classrooms and materials.

- *Section 3. Objectives*: It will include the objectives of this end-of-degree project, which are later complemented with the objectives of the unit plan, which will be included in section number 5.

- *Section 4. Methodology*: It includes a brief explanation on how this dissertation has developed, including the Unit Plan.

- *Session 5. Theoretical Framework*: This section is prior to the Unit Plan Section. This section addresses information related to the communicative approach, the didactic tools, namely Fairytales, and the content, sexual and gender diversity.

Although all these issues are mentioned in the previous paragraphs, they will be explained in detail in section number 4.

2. JUSTIFICATION

When designing a unit plan, one of the previous considerations is the justification. All unit plans that a teacher designs should be justified, as it shows the reason why the teacher is going to work with that plan in class. There are two main parts addressed in this section. The first one is the legal framework, which is based upon two main documents, the Spanish Constitution and the current education law, LOMCE. The Education Law is not only related to Spain, but in Aragón, as it is the region in which the unit plan is intended to be implemented. This part of the justification, the legal framework, is very relevant because it supports the unit plan. If something (content, methodologies, criteria, etc.) is included in the law, then, it should be implemented in class. The second part of this justification responds to a personal question, why I want to implement materials which make emphasis on sexual diversity in class. In this second part, it is going to be presented the situation of sexual diversity representation and LGBT materials in the classrooms of Primary Education. As there is a lack of material regarding this topic, the resources that have been selected for this second part concerns the situation of the sexual orientation content in Spain and other countries but from a general point of view. For covering the lack of materials about LGBT issues in the English classroom, an English Primary textbooks analysis has been carried out. But this analysis is not extensive enough for offering a final conclusion. Once more is highlighted that the objective of this paper is the design of a Unit Plan.

2.1. Legal and Educative Framework

2.1.1. Legal and Educative Framework of LGBT Community in Spain

The Spanish legislation about the LGBT community is no longer discriminatory towards the situation that many people have to face regularly. The legal system in our country is aware of the necessity to fight for these rights and for avoiding any kind of attack or assault that can derive from being part of this community. This principle is in accordance with the Constitution. Its article 14 establishes a principle of no discrimination regardless of any reason or personal and social circumstance. Closely related to the

former, article 27 warrants free education for all citizens of the country and also the full development of human personality respecting the democratic principles of coexistence and fundamental rights and freedom.

Not only the Spanish Constitution but the principles that it contains are the origin of the current education law, LOMCE. In it, it is really hard to find concrete information which concerns the LGBT community, except for one direct reference on article 124, saying that no person should be bullied for sexual identity or orientation reasons.

More recently, in the year 2020, another education law came out. Even if there are not changes in the subjects yet, in the preface and the general guidelines, the LGBT community is better protected, and it is mentioned several times. In general terms, it establishes not only protection against bullying but the necessity of including this community in our education as part of the current world. On its preface (and as it was established in the previous education law, LOE), it is stated that children and teenagers must develop their abilities, build up their personality and conform their own identity, including their own reality comprehension of which affectivity is an important sphere. On the other hand, it considers that discrimination must be avoided through education.

As this TFG focuses on the adequacy of dealing with LGBT issues in the EFL primary classroom, the principles of non-discrimination addressed in articles 1, 1 Bis, 9 bis and 25, section c, which makes clear that this type of issues should be addressed by the Spanish Educational System, are very relevant.

All in all, we can say that the Legal System of the country makes clear that there is a reality that should not be ignored but making it part of the Educational System. The references in the law are multiple but they can be insufficient when applying this educational law in concrete regions of Spain. For that reason, we should focus on Aragon and be conscious of what the regional legislation establishes as basic in the education of anti-discriminatory (especially LGBT) values.

2.1.2. Legal and Educative Framework of LGBT Community in Aragón

As for the regional level of education, the Aragonese curriculum establishes on its Chapter 1 (General Orders), that education should integrate not only cognitive teaching or learning (reading, maths, etc.) but also include ither factors such as affectivity is

included. Students' personality must be developed completely in all cases through a comprehensive education.

Likewise, article 3 states that education starts with an inclusive perspective in which all the necessities should be covered. This not only applies to students with cognitive difficulties but to other kinds of students, as the same section establishes. According to it, education goes further, and the students also need to be educated in the personal and social spheres fostering emotional development.

In the General Objectives of Primary Education in Aragón (Article 5), it is curious that there is no reference to the LGTB community. However, we can read that one of the objectives of primary education is respect and acknowledge the differences between people, which is, in its turn, a main target of this TFG. Other objectives related to it are the development of affective competences in all spheres of personality and with the others and the combat against violence and prejudices, which have been really harmful for LGBT people.

As mentioned above, the primary education curriculum is not really exhaustive when talking about the reality of LGTB community. There are no direct mentions and all the references useful for our planning should be addressed carefully and through a careful reading of the document. Nonetheless, in 2018, the Aragonese Government passed a law namely the *'Ley 18/2018, de 20 de diciembre, de igualdad y protección integral contra la discriminación por razón de orientación sexual, expresión e identidad de género en la Comunidad Autónoma de Aragón'.* This document addresses valuable information about equality on different spheres of the life, acknowledging sexual orientation and identity as crucial in society.

The law includes guidelines for working with equality in different fields of society such as health, and of course, education. The first article of this Chapter (Article 19, Chapter IV) makes clear that no student should be banned from education for his/her sexual orientation or identity. Also the education that is given to children should address important values such as equality, diversity and respect.

Also this article on paragraph 2 compel the Aragonese Educative System to create a plan about education and LGTBI diversity. This plan will take steps which guarantee, as

we have said before, the equality and the respect for sexual diversity. According to it, all centres of this region should adapt that plan to their characteristics, and it should be followed with no exceptions. This also implies that the content in education materials should change if it can be discriminatory for this collective. Likewise, the creation of new inclusive materials, if needed, is protected by this law. This new Equality Law states that the textbooks and other type of materials should include this reality. This issue is connected directly with the next part of this framework in which we will see if materials that students are using in the EFL primary classroom these days are truly respond to the indications proposed by Aragonese Government.

2.2. LGBT Community representation in class.

2.2.1. Authors about the inclusion of LGBT community in class.

In the previous section we have seen that there is a legal framework which encourages the introduction of the LGBT community in Spanish Primary education. Nevertheless, it can be argued that this is not a reality. It seems that at schools, there is scarce of representation of this community in EFL instruction and materials. This idea is the basis for this second part of the justification. As at the beginning of this section, this part of the justification is not definitive at all, as the articles related to the inclusion of LGBT diversity in class are insufficient and the textbooks that I have analysed are insufficient as well. I have focused my attention on textbooks because they are a very common tool in class nowadays, even when we have other kind of materials (realia, for example) or more attractive methodologies (working by projects, case studies or problem-solving).

LGBT identities or sexual orientation in the Primary classroom have been analysed and discussed by different authors. Before analysing the inclusion of LGBT community in the class materials (including textbooks), it can be argued that the textbooks, in general, are not innocent. They are not neutral because they are linked to ideologies and identities that depends directly on dominant publishing groups or houses (Pellejero Goñi and Torres Iglesias, 2011). Even if it seems that the previous statement about the neutrality of textbooks has no relation with sexual diversity, in fact, we can establish a link between them. If we consider that the LOMCE was a law proposed by a conservative political party, it seems logical that the textbooks edited under this law did not have references to LGBT topic. With the passing of the new educative law, LOMLOE, passed by a

progressive political party, it is possible that new textbooks start including sexual orientation as content.

This assumption about the content of textbooks allows moving to the inclusion of sexual education and sexual diversity in textbooks. The first fact that we should know about both terms (sexual education and sexual diversity) is that they have been considered as a taboo for years in Spain. For that reason, information related to sexual orientation, gender roles and related topics has not been traditionally included in textbooks as Pellejero Goñi and Torres Iglesias argue (2011). When these terms or these topics were included, generally it was badly done. As the main educational class tools (textbooks) did not include sexual education (of which sexual orientation is a topic), in Primary Education (Pellejero Goñi and Torres Iglesias, 2011). David Enguita (2018) defends similar ideas about the lack of sexual diversity in textbooks and class materials during the year 2018/2019. He states that during that year, in Spain, there were not any kinds of representation of sexual diversity in the primary student's textbooks. Enguita (2018) points out that in the textbooks published that year, there are no references to sexual diversity. He uses the term references for talking about photographs, pictures or explicit mentions in texts or exercises in any textbook.

The idea defended in the previous paragraph about not including sexual diversity in classroom materials like textbooks has been observed in specific regions of Spain as well. The research made by Molinuevo Puras et al. (2007) showed that, in Madrid and Gran Canaria, sexual orientation and similar topics concerning sexual education and its values were exiled from the Educational System. In other words, sexual diversity was absent in classrooms and materials (including textbooks). This research also showed that students requested information about these topics (sexual orientations and sexual diversity). According to Molinuevo Puras et al (2007)the students from Madrid and Gran Canaria asked for including sexual orientation and related topics in their curriculum. This problem not only concerns Spain, but it is also present in other countries such as the USA.

In the USA, the Gay, Lesbian and Straight Education Network, a group of teachers and students, supports inclusive education. According to this group, for having an inclusive curriculum in the Educational System, it is necessary to represent people from the LGBT community in classroom materials. This group also supports one of the objectives of the unit plan that I have designed, to create a tolerant atmosphere and induce

acceptance and awareness of the LGBT community in class. Additionally, and supporting the methodologies that are going to be explained later, this Network thinks that the introduction of inclusive literature (related to sexual orientation) fosters the learning of these values and the creation of a friendly and respectful environment at class. (Gay, Lesbian & Straight Education Network, 2009).

If this dissertation aims to create a respectful environment and foster respect and acceptance towards LGBT community like the Gay, Lesbian and Straight Education Network mention, it is important to deal with stereotypes. Authors like Arévalo (2016), Plaza (2020) or Azabal (2020) confirms that the prejudices and stereotypes are still part of LGBT people's life. But this problem cannot be understood without making allusion to gender roles, which are considered the origin of these stereotypes. For example, a gay boy is traditionally expected to be effeminate because he likes boys. In other words, he is expected to 'act like a girl' because he is sharing a characteristic with a stereotypical heterosexual girl. In this example, we can see that the stereotype of a heterosexual girl can be reflected or can create a second stereotype on gay boys. So, if we take that into consideration, the role of females in the textbooks and class materials these prejudices are important as well. Blaya et al. (2007) compiled some researches from Spain and France which manifest that textbooks and materials perpetuate social patterns or stereotypes. In other words, they say that women have always a minor and stereotypical role in textbooks. A given example is when women jobs are presented in stereotypical terms, as they are represented as nurses or babysitters, which have always been considered as a women' jobs.

Now that we know what the authors say about the LGBT topic representation in textbooks and class materials, we can move into the analysis of some textbooks.

2.2.2. Textbook Analysis

As it have been mentioned before, the following textbook analysis is not conclusive, and it is not the objective of my end-of-degree project. The purpose of this analysis is checking that the ideas about sexual diversity, sexual orientation and LGBT community cited above are present in Aragonese English textbooks. I am trying to offer a small analysis of some textbooks to check if, in those concrete textbooks, the law is reflected on the content or if they do not include this content as the authors say in the previous

section. Once more, I want to make clear that it is a really very limited analysis. A conclusive analysis would only be possible if the objective of this project were a bibliographic research, which is not.

For carrying out this sample analysis, I have followed a series of steps with five textbooks that are currently used by Aragonese state schools. The five textbooks analysed are from the 6th grade of Primary Education, as the unit plan that I have designed is planned for that level. The analysis is divided into 4 different parts. The first one, related to keywords, the second one concerning mainly activities in the textbook; the third one about other materials attached to textbooks, like readings and audios; the final step is to look for characters in the textbooks which represent the LGBT community or break with stereotypes or gender roles.

- *Step 1 (Key Word Research):* The first step was a key word research. I consider LGBT, homosexual, and similar (or related) terms as key concepts. The objective of this point was to look for these words specifically as a direct reference to LGBT community and sexual diversity content. It can be advanced that there is not any mention to these key concepts in English Primary textbooks.

- *Step 2 (Activities analysis):* The second step proposed for this analysis was to analyse the activities proposed in these textbooks. The activities that have been taken into account are the ones related mainly to grammar and vocabulary (for example, fill-in-the-blank activities or rephrasing exercises), post-listening activities and speaking activities (for example, question type activities or guess who games). Even the post-reading activities were considered for this analysis, for example, those activities in which students decide if a statement is true or false. In these activities, I looked for expressions or sentences which could include references to sexual orientation (including homosexual couples, showing LGBT identities or breaking with stereotypes and gender roles). For example, sentences like *Mike and Jim got married last week* or *Mary and her wife rented a condo some months ago* are statements which include the LGBT topic but not in a direct way.

- *Step 3 (Material Analysis):* The same structure as in step 2 was used in step 3, but for analysing the materials included in textbooks (audios or flashcards). The aim

of steps 2 and 3 was to find any reference that was different from the heteronormative standard that textbooks usually have, for example, by including material taken from reference works by authors like Oscar Wilde or Virginia Woolf (authors whose literature is a referent for the LGBT community).

- *Step 4 (Character Analysis):* English Primary textbooks usually feature a group of fictitious characters, normally children or anthropomorphic animals, that provide a unifying thread to these English textbooks. These characters are usually introduced at the beginning of the textbooks, in the Introductory Lesson. In this Introductory Lesson, the characters present themselves as they are going to appear in the rest of the units of the textbooks. In other units, these characters appear at the beginning, normally as the protagonists of short stories. In other words, these characters provide English Primary textbooks with a unifying thread. The object of analysis was the presentation of these characters at the beginning of the textbook, the pictures or drawings that represent each character and the comics or stories in which they appear. For example, by finding a character with non-binary appearance or by finding characters that confirms that they are part of the LGBT community, we could confirm that a particular textbook is inclusive with the LGBT community and sexual diversity. It can be advanced that LGBT characters did not appear during the analysis.

In first place, I am going to talk about *Oxford Rooftops*, a textbook which was published some years before the Aragonese legislation about equality and inclusivity. In fact, this textbook was edited and published in 2015. It can be supposed that, if the publishing company has not updated the textbook, it is difficult to find examples of sexual diversity and LGBT representation. This textbook is still used in some schools in Zaragoza, an edition of 2015. In the textbook, I could not find any key word related to LGBT issues or community, there were not any direct mentions to sexual diversity. The activities, as the ones cited in step 2, did not include any reference to the LGBT community either. It did not include any activities in which some stereotypes or prejudice are allegedly broken. The same thing happens with the texts and the audios - they do not include sexual diversity. Concerning the characters, this textbook did not provide characters which reflect the reality of the LGBT community. They only way in which we can consider that the three main characters reflect diversity is because one of the boys

(there are 2 boys and a girl) is black and the girl is Latina. Therefore, this book is not inclusive with the LGBT community or sexual diversity.

Secondly, I will address textbooks which were published after the passing of the Aragonese law about equality and inclusivity. These two textbooks are by Macmillan, the first one called *New Tiger* (2018) and the second one called *Academy Stars* (2021). These two books are pretty similar, with the exception that the second one is focused on Primary students with a higher level of English, while the first one is slightly easier. The curious fact around these textbooks is that, even if they were published after the equality law, they are not inclusive with sexual diversity. There are no keywords related to the LGBT topic and explicit mentions to LGBT diversity are not included in these textbooks. When analysing the activities and the materials, there are similarities with *Oxford Rooftops*, as they do not include any references to sexual diversity in any way. The representation is neither introduced with the characters. In the textbook *New Tiger*, the characters are children from different parts of the world, so the inclusivity is only related to different cultures. Something similar happens with *Academy Stars*, in which the characters are students from a dramatic art school. The inclusion in these textbooks is only related to different cultures. In fact, it seems that these two textbooks are not inclusive with the LGBT community or sexual diversity.

Thirdly, there is something relevant on the textbook *Family and Friends*, published in the year 2015 by Oxford University Press. In this textbook, as happens with the previous textbooks, there are no direct mentions (key word step) and the activities do not break with the heterosexual standard, stereotypes or gender roles. It is curious, however, that one of the materials in the book is a short adaptation (a sort of summary) of *The Picture of Dorian Gray*, by Oscar Wilde. This novel is widely considered to have homosexual undertones, but the textbook does not use the opportunity to introduce the LGBT identity or issues. In fact, the book does not take advantage of the situation and the only activity attached to the reading is as follows:

3. Read again and answer the questions.

1. Who painted the portrait of Dorian?
2. Where did he keep the portrait?

3. What did Dorian wish for?
4. How did the portrait look after Dorian died?

Also, the textbook does not include any characters that could be considered as inclusive for sexual diversity. The only diversity is about the different cultures that the characters have, being from China and other countries. As happens with previous books, it seems that this textbook is not inclusive regarding the LGBT topic.

The last textbook analysed for this Justification section is *Kids Method*, published by Number 16 Kids in 2018. Similarly to previous textbooks, this one does not include either specific references to sexual diversity or the LGBT topic. There are no explicit keywords, and the activities are not inclusive when talking about people with different sexual orientation. In fact, this textbook does not mention any kind of relationship. What is curious about this textbook is that its characters are more stereotypical than the ones presented in previous textbooks. In this particular case, there is a mix between humans and animals, dogs concretely. One of the most important characters in the textbook is Kimberly, a grey female dog interested in what can be considered as 'girl stuff'. Kimberly enjoys dancing and shopping, and her wardrobe is based mainly on dresses. The colour that represents Kimberly is purple, often considered a girl colour by society. Something similar happens to her male friend Kangaroo, a black boy dog who is interested in 'boy stuff'. He is presented as a strong character, and he is interested mainly in sports. The colour that represents him is blue, which has been considered socially and historically as a colour for boys. The only moment in which a stereotype is broken is when a human boy is in pink. In conclusion, this textbook also seems to misrepresent the LGBT community.

In general, it seems that the presented and analysed textbooks are not inclusive with the LGBT community, in fact they do not make an approach to sexual diversity. In these concrete textbooks, the equality and diversity law is not being respected. From my perspective, I considered relevant to design a unit of work dealing with the sexual diversity. This unit, as I have mentioned since the beginning of the project, will also help with the creation of a tolerant atmosphere and the inclusion of values like acceptance and respect.

3. OBJECTIVES

This project intends to foster inclusive education (with the inclusion of sexual diversity topics) from the point of view of EFL. Inclusion is necessary because the world in which students live at is diverse. For a correct coexistence, it is necessary for students to develop a series of values which will be important in their lives. On the other hand, the reason behind choosing the English subject is because it is a really flexible and it allows the introduction of many topics in the Primary classroom. The objectives addressed in this proposal are:

1. Foster value education as a primordial learning for facing the issues of the real world, concretely, foster those values which deal with inclusion of sexual diversity and make students aware of this reality through a unit plan in EFL using storytelling, traditional and inclusive fairy tales.
2. Prove the power of literacy as a tool for introducing complex topics such as stereotypes on diversity in the EFL Primary classroom.
3. Make students participants of a change towards multiplicity that is happening in the real world. Move the position of students from observers to participants of the change.

4. METHODOLOGY

For designing the Unit Plan and writing this paper, it was necessary to follow a series of steps. In first place, it was necessary to stablish an initial idea which could be the basis for this end-of-degree project. In this case, the initial idea was to create a Unit Plan to introduce LGBT diversity in Primary School classrooms through the use of storytelling. From this point, a series of objectives, as seen in the previous section, was established. For the fulfilment of these objectives, it was necessary to know the legal situation of LGBT inclusion in Primary Education. This step was accomplished through a careful reading of those laws which regulate education in Spain and Aragón. Those documents, as can be seen in the next paragraph, include LGBT diversity as part of a complete education. So, the next step was to know if sexual diversity is addressed in Primary Schools. With this purpose, after the revision of some articles and the analysis of some

textbooks, it could be argued that LGBT diversity seems not to be a very common issue in EFL in the Primary Schools in Aragón.

After being conscious of the situation and recalling the main objective of this paper (to design a Unit Plan), I decided that EFL was the best option for introducing LGBT content, because it is really flexible and transversal subject. Through the Communicative Language Teaching approach, LGBT diversity would be introduced to Primary students (6^{th} grade of Primary). Choosing this approach was easy as storytelling is a common tool in this approach. Also it was considered that fairy tales were the best option for introducing sexual diversity in class, as it can be established a comparison between traditional fairy tales and modern fairy tales (the last ones including sexual diversity). The last step before starting with the design of the Unit Plan was to look for the relation between the three axes of my unit plan: LGBT diversity as the content, Communicative Language Teaching as the main approach and Storytelling as the main tool. This relationship was established by looking at the theoretical principals of each axis and looking for the points that the theories have in common.

Lastly, the design was carried out by establishing, at first, the objectives. They were settled by taking a look at the Criteria and Learning Standards proposed by LOMCE for English Language Subject in Aragón. On the basis of these objectives, it was considered that the best way of checking that the objectives have been reached, was through the rewriting of a traditional fairy tale ending. All the activities were planned in the basis of the three main axes and for the fulfilment of all the objectives. The lessons were also structured around writing as a process, which would help students to successfully rewrite the fairy tale ending. Once it was completed, the paper was finished with a conclusion and the design of the materials for the Unit Plan.

5. THEORETICAL FRAMEWORK

As we have seen in the previous section, the legal framework states that inclusive education regarding LGBT identity and sexual diversity should be dealt in Primary Education but as pointed out in the Justification section, it seems it is not the case very often. For that reason, it seems necessary to design a unit plan in which this topic is well introduced to students for improving their personal development and for instilling some values that are necessary to build up a more tolerant and inclusive society. Therefore, the

following section will explain how I am going to introduce this content in the Primary classroom.

Concerning my lesson plan, it is going to be structured around three main axes. The first one is content, namely sexual diversity and LGBT identity, as it has been mentioned from the beginning of this project. The main focus of this unit plan, also explained in the objectives, is to make students aware of this topic through rewriting the denouement of a traditional fairy tale. The second aspect is the approach, Communicative Language Teaching (referred to with the acronym CLT) used in this unit plan for the first point to be achieved. In the third place, the instrument to introduce the topic in the Primary classroom, which is storytelling, will be addressed. CLT includes a wide range of tools that can be used for implementing English in class (for example, projects or content based instruction). In the next subsections, we are going to see each aspect and the reason why it has been chosen for this unit plan.

5.1. Content: Sexual diversity (LGBT topic or LGBT identity)

The acronym LGBT had been used for decades as a way to include all people and communities that identify themselves as Lesbians, Gays, Bisexuals or Transexuals. Even the people who doubt about their sexuality can be included under this term. In recent years, this acronym has evolved, including other letters like I for Intersexual or Q for Queer. Also, some people introduce the letter A for including the Allies, all the people who stand in favour of this sexual minority. (Lambda Legal, 2013). In this paper, as it have been mentioned in the Introduction, LGBT identity is the main content and, in this section, the explanation behind this decision is going to be explained.

Even if the first explanation about what LGBT means is accurate and provides relevant concepts about the acronym, it is theoretical and does not include the content that is going to appear in the unit plan. In fact, LGBT as content can be classified not only as complex or difficult, but as a wide topic as well. We can talk about different aspects, like the history of this community, famous people who are part of the community or the fight for rights carried out by this group. These are not the aspects to work in class. When talking about LGBT identity or sexual diversity, I am including three items:

- *Concepts*: The introduction of terms and concepts can be considered as the most theoretical part of the lesson plan. The most basic concepts from my perspective (gay, lesbian, bisexual and homosexual) are included. I think that if children know what the correct names for each sexual identities are, it can help avoid insults and harassment in the classroom. In the unit plan, transsexualism is not going to appear even if transsexualism is an important element from the LGBT community. From my point of view, and taking in consideration the objective of this dissertation, namely sexual orientations, transsexualism cannot be included. This is because, sexual orientation is not the same as a gender identity. Also, when getting information about transsexualism, I have realized that it is something that can be worked as an independent topic for the amount of information that we can find about it. Getting the whole picture around transsexualism requires time.

- *Values*: Acceptance, tolerance and respect are the most basic values that I try to instil in children. Values can be introduced from many points of view (coeducation, feminism, different cultures, etc.) but I think that LGBT is a key issue because, even if we have evolved as society, LGBT people are still harassed, as pointed out by authors like Gil-Borrelli et al (2017), Botello-Peñaloza and Guerrero-Rincón (2018), Parra Piza and Ramos Melo (2012) or De-Amicis-Caballero (2016). If children are aware about what is happening in the world, they can observe that there are men and women who suffer because of their sexual orientation. This unit plan has the objective of teaching these values and provoking a change in children's minds, making them participants of a global reality. I think that just by showing respect towards others, without taking into account any condition, the world can be better.

- *Stereotypes and prejudices:* It is necessary to include also stereotypes and prejudices when talking about LGBT community because it is something really common. Unfortunately, nowadays, there are some terms and ideas that are still disrespectful and prejudiced when talking about the LGBT community. The presence of stereotypes or prejudices is probable because the wrong ideas have been taught from one generation to the other. From my view, education should deal with this problem by including sexual orientation and diversity as part of the

content in class. I think that if we encourage the students to be open-minded on sexual diversity, we can be able to stop discrimination.

Considering that these three items are going to be part of what I consider that is the sexual orientation education, then I think that the inclusion is necessary. Including just one topic allows the teacher to introduce value education, which is transversal knowledge that can be applied to every subject at school. Also, I think that its introduction is necessary because the Aragonese legislation considers it necessary. In fact, the Aragonese Equality law says that LGBT identity is a misrepresented issue, and its presence in the curriculum is necessary. Additionally, by including sexual diversity in class, students can develop values, and it is related to the student's personal development (Gay, Lesbian & Straight Network, 2009). So, including LGBT diversity is not a whim, it is something necessary for having a complete education according to current laws and equality values.

5.2. Approach: Communicative Language Teaching (CLT)

Maybe when reading about the communicative approach for the first time, the first idea that can be misunderstood is that when teaching through communication, the grammar and the formal aspects of language are omitted, but this is not CLT. Richards (2006) defines CLT as a compendium of principles of language teaching: how students learn the language, the types of activities and the roles of students and teachers in the classroom. Richards (2006) also explains that the main objective of this approach is to improve and deepen in the communicative competence, which transcends classic linguistic competence. Communicative competence is the ability to use language or to communicate, in different contexts or with different functions, with efficacy and fluency, without focusing on accuracy. Communicative competence also takes into consideration a series of strategies that the speaker can use to be understood by others, for adapting the discourse to participants (Tarvin, 2015). On the other hand, Linguistic competence is focused on grammar. Linguistic competence is defined as a set of rules that can be repeated to produce a vast number of sentences with perfect structures. This second competence considers that a good speaker is the one who has mastered grammar to generate correct sentences, without taking into account elements like the context or the function. (Abdulrahman & Abu-Ayyash, 2019).

Creating communication in class for improving communicative competence, as CLT proposes can be difficult, but introducing information gap activities can be helpful. According to the British Council (2011), information gap activities are activities where some pieces of information are missing, and students need them to complete the task. So, in order to complete the task, students need to communicate with their classmates. These activities (information gap activities) are useful because they present real communication and increase the motivation in class. Additionally, as the grammatical competence of Primary students is not complete, they may need some communication strategies. According to the British Council (2013*),* these strategies are used like plans when you do not know all the words. Communication Strategies will help in those cases for avoiding the conversation from falling apart. Some of these strategies can be the use of synonyms or antonyms, descriptions or even the use of examples. These strategies are not taken into account by the linguistic competence, but they are included in the communicative competence.

So, through CLT, the main focus is no longer to master the grammar competence and create habits of accuracy but foster the interaction between learners. When promoting this interaction, students are creating meaning (thanks to the strategies previously mentioned), creating interaction through language, negotiating meaning and learning through feedback. This feedback is not provided only by teachers, but by students as well. Both, students and teachers, when using the language, must pay attention to the input and experimenting with the language. In that way, CLT changes the scope and the types of activities used in class (moving from memorization and drills to pair works activities and project works). The role of students and teachers also changes, as students are no longer passive subjects, but active users of the languages. Teachers move from being the perfect role model of language to being a language facilitator, providing students with input based on the learners' errors, interests and needs. (Richards, 2006)

In the last decades, Communicative Language Teaching has challenged traditional methodologies which overlook actual communication. This approach emerged in the 1950s decade in Europe, when the European Union was founded. In this atmosphere of migration and intercultural relations, people had the necessity of learning a new language and then, lots of approaches appeared as a consequence. This new situation provoked the creation of International Association of Applied Linguistics, which allowed the creation

of the Common European Framework that established different language levels, according to the skills of the user when using the language.

The main reason for choosing CLT in this unit plan is because when people are learning a language, their main goal is to communicate in that language. When learning a language, people do not want to learn only the formal aspects of the language, but they want to be able to use that language in communicative situations. Somehow, the traditional linguistic competence has been challenged by the communicative competence. As we have seen in previous paragraphs, these two competences understand language teaching from different perspectives.

It is the aim of this unit plan, that students develop their communicative competence, as I consider that being fluent is more important that being accurate. Communicative competence development allows students to keep a fluent conversation, but linguistic competence does not grant it. Communicative Competence also provides students with some strategies (repetition or rephrasing, for example) for keeping the conversation fluid and be understood by the other person. It can be argued that the use of these strategies also makes language more real because when we talk, we are not using grammar properly all the time, and the aim is real communication experiences in the unit plan. For being fluent then, it is important to use the language realistically during these lessons. I tried to introduce information gap activities which can help students to develop their communicative competence in situations that are as real as possible. Communicative Language Teaching entails the use of English with a purpose and provides students with an active role.

From my perspective, communicative language teaching also allows teachers to introduce the sexual diversity topic in the class. According to Halliday (1975), language fulfils principally 3 functions: ideation function (to interpret the real world and organize the ideas), textual function (to be able to create texts and discourses) and the interpersonal function (to establish and maintain social relationships and build up one's identity). Ideation and interpersonal functions allow the teacher to introduce LGBT issues and identity in the English Primary Classroom. If the language is used for interpreting the world, then the class should be completed with experiences and issues that come from the real world. Working communicatively in class with this topic (sexual identity, diversity and stereotypes) will allow students to understand how the real world is structured and

put into words. On the other hand, the interpersonal function allows the introduction of LGBT topic in class because as language helps to build the identity, the fact of talking about sexual identities in EFL class will help students to know more about themselves.

5.3. Tool: Storytelling and fairy tales

In this Primary unit plan, CLT is going to be implemented through storytelling. As we are going to see in this section, stories are to be an important part of the plan, as storytelling will help to introduce the LGBT diversity topic in class. According to Jane Smyth (2005), storytelling can be defined as the act of sharing stories, in this case with the youngest generations. According to this author, storytelling is important because it allows the development of relationships between the listener and the teller and between the listeners as well. The same author, Smyth (2005), confirms that the language used in storytelling is more sophisticated than everyday conversations. According to Smyth (2005), in storytelling, form and vocabulary are more complex and broader. Similarly, Lockett and Jones (2009) point out that, through storytelling, students are introduced to grammar that is unfamiliar to them. Additionally, storytelling can improve students' oral and written skills, which are going to be important in the unit plant that is going to be proposed (Lockett and Jones, 2009). Drawing on Ellis and Brewster (2014) some aspects of language like grammar, vocabulary, writing or speaking can be developed through storytelling.

Storytelling provides with excellent opportunities for implementing CLT because it allows the creation of real communicative situations. For example, one of the most common activities that joins literacy and communication is opinion activities. These opining activities are information gap activities, which have been explained in the previous sub-section. Students can talk about a story introduced in the class, explaining what they like the most or the least, their favourite characters, etc. Similarly, the introduction of conversation activities related to picture analysis or predict what is going to happen also confirm the relation between CLT and storytelling. Storytelling is also good when teachers want to introduce grammar or formal aspects of a language (past tenses, for example). An example for joining grammar and storytelling is to work orally with the time tenses that can be introduced in the stories, for example, by asking or answering questions using the past simple.

Therefore, the introduction of literacy and concretely, LGBT literature, in the unit design is inevitable, as storytelling is the main tool and LGBT diversity is the main content. According to Koki (1998), storytelling helps people to make sense of their culture, as oral narrations have been used for decades to transmit knowledge to the youngest generations. Koki (1998) also states that storytelling is used for understanding relationships, including aspects like marriage and courtship. These topics on interpersonal relationality are, in fact, related intimately with LGBT diversity. Moreover, literacy provides students with the opportunity to get familiar with uncommon topics, in this case, with LGBT identities and issues. Drafting on the Global Alliance for LGBT Education (2010), storytelling focused on LGBT representation, gives references to young people, not only for helping students to be who they are, but also makes other students conscious about the situation of LGBT people in the world. Bridgman (2006) considers that the use of stories can help students to develop some values like tolerance, equality and the students' personality. In that sense, stories can be a key factor when introducing LGBT reality in the classroom. The use of LGBT literacy is also supported by the Gay, Lesbian and Straight Education Network (2009) since the inclusion of these stories creates a welcoming space and promote respect and acceptance.

In this unit plan, I have chosen fairy tales, which can be defined as traditional stories which often involve imaginary creatures and magic (Cambridge University Press, 2008). I have chosen these stories for a main reason; these tales are the reflection of a heteronormative and patriarchal society. Fairy tales compiled by authors like Grimm Brothers or written by others like Andersen were based upon this ideological status quo. Nowadays, there are new fairy tales (like *Princess Li* or *King and King*) that present a new order beyond heteronormative patriarchy. It can be argued that classic and modern fairy tales are the representation of different moments of history and society. The points of view related to diversity have changed too, as seen in previous lines. While classic fairy tales do not consider sexual diversity, the modern versions are more aware of this diversity. *Snow White*, for example, does not include references to LGBT princes or princesses, but a modern fairy tale like *Princess and Maiden* includes a princess like Snow White who falls in love with a maiden. Also, the same comparison can be established between *Cinderella* and *Prince and Knight*. In *Cinderella*, the prince only looks for a princess, but in *Prince and Knight*, the Prince looks for another Prince for getting married. So even if the stories are similar, the inclusion of non-heterosexual characters makes the

story more diverse. With the unit plan included in this dissertation, students are encouraged to see these differences, the inclusion of characters that escape a heteronormative status quo.

According to Martinez Urbano (2011), a fairy tale can be divided into three different parts. The first part is the introduction, in which the basis of the narration is settled and prepare the reader for what is going to happen. The second part is the crux or climax, in this part the conflict appears, and the most important events take place. The third part is the denouement, where the conflict is solved, and the narration is over. These stories generally have the same type of ending, the prince rescues the girl and the live happily ever after. Some stories that have this type of ending and which are used in the unit plan of this dissertation are the following:

- *Snow White (Grimm's Version):* After being poisoned with the apple, the prince takes the coffin in which Snow White is sleeping. While carrying the coffin, it falls, and the apple gets out of Snow White's mouth. She awakes and, as the prince has saved her life, she falls in love with him, and they get married. In the Grimm's Brothers version (the one that I have chosen), the Queen is also invited to the wedding and, after being recognized by Snow White, she is murdered by dancing in hot iron shoes. The prince saves Snow White as she is uncapable of saving herself. During all the story, Snow White is shown as a weak person who needs the help of others (the dwarves) for being saved.

- *Sleeping Beauty (Grimm's Version):* After pricking her finger on the spindle of a distaff, the Princess falls in a deep sleep. Some years after that, a Prince arrives at the castle, and he discovers the Princess sleeping on her bed. As she is very beautiful, he falls in love immediately. He kisses her, and she awakes, after that, they get married, and they live happily ever after. In this last case, the Princess is also saved by the Prince, and it seems that the only possible life for the Princess is to get married.

On the other hand, modern fairy tales introduce different characters who make the story more diverse. These new fairy tales, as well, can change the ending or the way in which the problem is solved. Some stories that have these characteristics and which are used in the unit plan of this dissertation are the following:

- *Princess Li*: Princess Li's true love, Beatrice, is turned into a bird as a punishment for not getting married with a man. An evil warlock tries to kill the King, Li's father, for getting the crown. Beatrice, as a bird, stops this attack and the King allows her to become a real person again. The King also allows the wedding between Princess Li and Beatrice. In this case, it is a girl who saves the princess even if Princess Li tries to protect her father from the beginning of the story.

- *Prince and Knight*: A dragon attacks the Realm in which the Prince lives. For protecting the people who live in there, the Prince decides to capture the dragon. During the battle, the Knight appears but he must be saved by the Prince. Later, after the Prince captures the dragon, he falls, and he is saved by the Knight. After that, they have some dates, and they finally get married. This tale is different because men are saved by other men and because dates are introduced. In classical fairy tales, dates are not generally mentioned, and the wedding happens in no time.

The classic tales suggest that the male and the female roles are very stereotypical. The male character always saves the princess, and he is the only person who can provide the girl with a happy ending. The girl is normally a passive character who cannot save herself from the misfortune that is destroying her life. As it has been mentioned in section 2.2.1. and 4.1, gender roles seem to be the origin of stereotypes and prejudices. These fairy tales, for providing us with characteristic examples of weak female roles, have been chosen for talking about stereotypes in my unit plan. They will be in contrast with the presentation of modern fairy tales that break with the gender roles established by this traditional written story, as we have seen. Princess Li and Prince and Knight, for example, offers new gender roles, for example girls saving kings or men saving other men. For that reason, for breaking with fairy tales' stereotypes, these tales have been chosen.

As it is stated in the Introduction, for checking that students have learnt about LGBT diversity and have developed good values, the students will rewrite the denouement of a classic fairy tale. I have chosen this part of the fairy tales because it is the part in which the gender roles are, maybe, more remarkable (like I stated in the previous paragraphs). This is related to storytelling not only because the tales that I have selected are introduced through storytelling, but because writing can be improved thanks to the inclusion of this tool (storytelling) in class. According to Ellis and Brewster (2014), storytelling can

introduce writing activities to teach planning and organization strategies, fostering the development of writing as a process.

In the context of this methodology, I intend to design a unit plan in which students, through storytelling, particularly with the use of classic fairy tales and new versions of them, will be introduced to sexual orientation diversity and its representation. The intention of this unit plan, as I have mentioned in the Introduction, is to deconstruct (in very simple terms for Primary students) stereotypes on gender and LGBT identities that perpetuate heteronormative structures. The story is said to be known and to be understood by students. Hence students are able to separate and analyse it by parts (introduction, climax and denouement). Comparing both types of fairy tales (classic and modern ones) will allow students to detect the main differences between them and, in the last place, showing that they have understood it through a denouement rewriting. As the ultimate tangible outcome of the unit. students are expected to adapt the ending of a classic fairy tale for making it closer to current society and its diversity. The ending change is not going to be forced, as it can provoke rejection and dispel from the objective, but the new version should include some kind of diversity. The main objective is, then, o understand and make students aware of LGBT identities, diversity and stereotype in our society while learning about fairy tales and English language. The union of all this knowledge will be recalled in the final outcome of the unit, to rewrite a denouement in accordance with the sexual diversity that is part of the society where they are living.

6. UNIT PLAN

6.1. Context

This unit plan is prepared for a 6th grade classroom in an urban school. The students from this level, in general, have acquired over the years a good English level, enough for maintaining conversations and small debates. A minor percentage of the class shows difficulties for using English during communicative situations. It can be observed that students use Spanish when they find difficulties, and a major part of them are able to overcome obstacles by the use of communicative strategies. The classroom is composed by 20 students that are grouped by cooperative groups. It can be observed that there are two students with mobility problems (they cannot move from the waist down) and two students with vision problems (they have a reduced vision). The students are grouped in

cooperative groups of 4 during all lessons and activities (except that other type of grouping is specified) therefore, there are 5 groups in the class. Each student has a role, which is changed every week. The roles that they are working with are:

- *Spokesperson***:** The person who represents the group and answers orally during group activities.
- *Secretary***:** The person who takes notes during the classroom and the one who completes the logbook with the help of other students.
- *Material manager***:** The person who keeps the material and the one who makes sure that all the material is ready during the lessons.
- *Stopwatch***:** The person who makes sure that the work is ended at the proper time and the one who controls the voice level of the group.

As it can be seen, these students are used to working with logbooks, a kind of notebook in which they write what they do at class. During this Unit, the logbook (as seen in Appendix 2.15. Logbook) is going to be important for the group, as it is going to be used for taking notes about what they have seen in class. Logbook is divided in lessons; each one has 4 pages with questions that must be answered by the groups. These questions are referred to what they learn in a session, their difficulties or the things they like. The logbook will be completed at the end of each lesson. From Lesson 1 to Lesson 3, the logbook is completed with the tense that the group chooses (present simple, past simple, etc.). But from Lesson 4 to the end of the unit, the logbook is completed in past simple because it is at that moment when past simple is introduced formally in the Unit Plan. In the logbooks, students also save the materials that students have used or have created during the lessons of the unit plan.

6.2. Objectives

The main objective established for this Unit plan is children to be able to rewrite a traditional fairy tale denouement as a way of understanding LGBT reality and be tolerant towards diversity. For fulfilling this main objective, a series of secondary objectives should be addressed in the process. These objectives will be helpful when planning the Unit Plan:

- The students will be able to get the general ideas of oral discourses and written texts, using comprehension strategies during listening, speaking and reading activities.

- The students will be able to identify and use different syntactic structures (Questions, negative clauses and affirmative clauses) when taking part in listening and speaking activities.

- The students will be able to identify and use a lexical repertoire (fairy tales' vocabulary) while taking part in aural and oral transactions and writing activities.

- The students will be able to use grammatical rules learned in class during conversations, debates and writing activities (past simple, past continuous, and the use of adjectives for describing people, places and situations.).

- The students will be able to identify the 3 different parts (Setup, conflict, and denouement) of a tale and the stereotypes and prejudices that these tales can perpetuate.

- The students will be able to write texts using basic syntactic structures (questions, negative and affirmative sentences) and respecting orthography and grammatical rules during writing tasks.

- The students will learn about writing as a process, and they will be able to use it guidelines when doing a writing.

- The students will be able to rewrite a fairy tale's denouement, including on that version the diversity that we can find in the real world.

From the Aragonese Curriculum for the English Subject the following objectives are aimed with this unit plan:

- *ObjIN.3*: Related to obtaining information from written sources.

- *ObjIN.5*: Related to taking part in conversations.

- *ObjIN.13*: Related to the use of syntactic structures when communicating orally or written.

6.3. Lessons

The fourteen lessons are built around the LGBT diversity and the values of tolerance and acceptance. But not only are these issues introduced in the unit, others like stereotypes, prejudices and role genders are included for their connection with LGBT diversity, as we have seen previously. All this content is going to be introduced through storytelling, by choosing fairy tales that deal with these issues. Traditional fairy tales are shown as the stories which transmit stereotypical role genders and modern fairy tales are shown as the tales that break with prejudices and stereotypes and opens the door to diversity. The unit plan intends to rewrite a traditional fairy tale denouement for proving that diversity can be included at schools and in stories. Extra information on all the activities is available on, Appendix 1. Unit Plan.

Traditional fairy tales and modern fairy tales have been chosen for the values that they represent. Traditional fairy tales (*Cinderella, Rapunzel, Snow White* and *Sleeping Beauty)* have been chosen for their role when transmitting stereotypes and prejudices about women (gender roles). Also because they do not include LGBT diversity and are based on a heteronormative hierarchy. On the other hand, modern fairy tales (*Prince and Knight*, *Princess Li* and *Maiden and Princess*) have been chosen because they break with stereotypes, prejudices and gender roles. They are also inclusive with the LGBT community. The plot of each tale is briefly explained at the beginning of each lesson (Lesson 9, 11 and 13).

LGBT diversity is going to be taught through the CLT whereby students are urged to interact. The activities are sequenced to reach the outcome mentioned above, namely the rewriting of the end of a fairy tale, by working in cooperative groups that need to interact. For that reason, writing as a process has been selected for guiding this process of rewriting a fairy tale's ending. The groups follow the steps of this process communicatively. The structure of the writing process has been taken into consideration and has been implemented all along the lessons at concrete activities. The structure followed, according to Seow (2002) is this one:

- *Pre-writing*: Also referred as Planning. It is the moment in which the students brainstorm ideas for their writing. It allows students to come up with a first idea and getting information for the writing.

- *Drafting*: At this point, students visualize the writing. The students are not worried about accuracy, but about fluency. The students try to organize their ideas into a text.

- *Revising***:** In our case, this step also includes the *Responding* step, which is made by the teacher. The teacher takes a look at the text and offers feedback to the students for improving the writing. In the revising phase is when the students get that feedback, examine the draft and make changes.

- *Editing***:** When the students have the text finally revised, they edit their own writing. This is the step in which students tidy up their writing.

- *Evaluating***:** The teacher revises one last time the text written by the students and provides a mark according to the standards that the teacher considers.

These are the steps that all groups are going to undergo for reaching a good outcome, namely a good rewriting. Also, the lessons integrate activities which are going to allow the students to develop the ability of identifying stereotypes, prejudices and gender roles and avoid them in the future life. The following sections offer an explanation of the main activities of each lesson.

6.3.1. Lesson 1: Cinderella

The first lesson is going to introduce the first fairy tale, *Cinderella* (Perrault version), in class. During this first lesson, the children will guess the title of the story through the game *Pictionary,* which is played by groups. Students will draw some words (names, characters and objects) that appear in this fairy tale and students by groups have to guess the word and the plot of the tale, based on the words that appear during the game. This game allows the introduction of vocabulary which is important for understanding the tale. The game also introduces the title of the fairy tale.

Once the students already know the title and they had predicted the plot, the teacher can start with the storytelling, which is going to be repeated twice. The teacher will use pictures of the story that represent different moments of the fairy tale (As seen in Appendix 2.1.2 Story Cards). During the first storytelling, at some points, the teacher will stop the narration and he or she will ask for a prediction about what is going to happen (as seen in Appendix 1.1. Storytelling Cinderella). During the second time, the teacher will stop the narration and he or she will ask about the feelings of a character in a concrete moment. This activity is related to Lesson 12, as that lesson also deals with feelings (more information in Appendix 1.1. Storytelling Cinderella).

At the end, when the storytelling is over, the teacher will provide students with a printed version of the fairy tale divided in 3 parts. The students will have some time to talk by groups and with the rest of the class about the structure of the tale and its parts (as seen in Appendix 1.1. Storytelling Cinderella). The groups will draw 3 pictures, each picture related to a part of the fairy tale. This activity allows students to start realizing how many parts a tale has.

6.3.2. Lesson 2: Describing Cinderella

At the beginning of the class, the students will receive a written version of Cinderella. Each group will be asked to look for the words that are used for describing (adjectives). The students, by groups, will highlight those words in the text. When they finish, the spokesperson of each group will tell the teacher the words that they have found to create a word cloud on the blackboard. When all groups finish, the teacher explains that these words are called adjectives. After that, they are asked to classify those adjectives in 3 categories created by them.

Groups will have some time to discuss the classification criteria and the adjectives that should be included in each category. When they finish, the students will share their classification with the rest of the class. The teacher is going to take part as well, explaining that grouping adjectives in different grades (Positive, comparative and superlative) is very useful. Now the teacher will ask the students to organize their adjectives through this classification. When they finish, the students will share their answers orally with other groups, and they can correct other classmates' mistakes with the help of a checklist (As seen in appendix 2.2.3. Adjectives Checklist). At the end of this activity, each group

should write 5 short sentences using the adjectives that they have classified for practising the use of adjectives. These sentences will be checked by other classmates through the use of the previous checklist.

In the last part of the lesson, students are going to keep practising the use of adjectives through a description. For making any description, adjectives are needed, for that reason we introduce this activity. For giving a communicative context to this activity, the descriptions will be done through questions of an interview. By pairs, students are going to do interviews which include questions that are answered with descriptions. Students receive a sheet with some questions that can be asked in an interview (As seen in appendix 2.2.2. Question Sheet).The interviewer asks questions and writes down the answer of the interviewee. The interviewer also highlights those words that are adjectives in the answer. Then, students change roles, so the interviewer becomes the interviewee and vice versa.

6.3.3. Lesson 3: Rapunzel

During the third lesson, the teacher introduces the fairy tale *Rapunzel* (by the Grimm Brothers) in the classroom. Before starting with the storytelling, the students, by groups, are going to play a Pelmanism game. In this game, each group have to match different cards, one with a word and the other one with an image. (As seen in Appendix 2.3.1. Pelmanism Cards). The objective of this game is to prepare students with vocabulary for understanding the fairy tale the teacher will tell them. When at least 3 cards are matched, students have to try to guess the title and offer a short plot of the story.

The storytelling is going to be carried out by the teacher and this tale is going to be told twice. During the first time telling the story, the teacher is going to stop the narration at certain scenes, and he is going to ask students to close their eyes and imagine how the scene is. The teacher will ask some students to describe the scenes according to what they are imagining, using adjectives for improving their descriptions. This activity is going to be repeated a couple of times during all the story (as explained on Appendix 1.3. Storytelling Rapunzel). During the second time telling the story, the teacher is going to present some sentences that children are going to chant at certain moments of the story. For example, in this tale, children can chant aloud: *Rapunzel! Rapunzel! Let down your hair*. Other expressions like *There once…* will help students to be aware of traditional structures in fairy tales.

At the end of this lesson, after telling the story, the teacher asks the students to remember the number of parts in which Cinderella was divided. When they remember this number, the teacher asks them in how many parts Rapunzel is divided. Students must guess that three parts (as seen in Appendix 1.3. Storytelling Rapunzel), so the next time will be easier for them to introduce the different parts of a tale. When they have been provided with a printed version of the fairy tale divided in 3 parts, each group has to design a comic for. As done in Lesson 1, students will have some time to talk about the parts of the story and making comments before drawing the 3 one-page comics.

6.3.4. Rapunzel Escaped!

The past simple is going to be the first tense introduced in the unit plan because it is most frequently used when writing a fairy tale, as can be seen in the fairy tales compiled for this unit plan. For starting this lesson, we are going to show children a 1-minute clip (subtitled) from the TV series *Friends* (as seen in Appendix 2.4.1. Clip Friends), in which the characters use the past simple. The teacher asks the children what the most repeated structures in the video are. We can give some hints by watching the video again, writing the sentences on the blackboard and highlighting the verbs in the sentences. At the end, the children will conclude that the verbs are different because they end in -ed or because they are irregular.

For the second part, we are going to use the fairy tale (as seen in Appendix 2.4.2. Rapunzel Fairy tale) that they read in the previous class. The teacher asks to look for grammar that is similar to the one observed in the video (Past simple tense. For example: Didn't or Did you…) on this tale. Each group highlights these past simple tense structures and share them between groups. After sharing their findings and answering some questions (as seen in Appendix 1.4. Rapunzel Escaped!), the teacher offers a brief explanation about the past simple for explaining the grammar rules. These rules and some irregular verbs can be given to the students in a hard copy. (As seen in Appendix 2.4.4. Past Simple Rules)

In the last part of the lesson, the students practise past simple. First of all, the teacher tells the students about his/her weekend, which serves as example for students to start a conversation and share experiences about their last weekend. The teacher takes notes on

an observation sheet (as seen in Appendix 3.3.1. Observation Guide), rephrases and gives feedback.

6.3.5. Lesson 5: Snow White

At the beginning of the lesson, before starting the storytelling, the teacher presents the fairy tale that has been chosen, *Snow White* (Grimm Brothers version). For doing that, the teacher shows some props from the fairy tale, for example, a red apple. By analysing these props, each group has to guess what the tale is about. For example, students can say: *The princess eats the apple, and she dies,* or *The prince combs the princess' hair.* These predictions are written on a paper and later shared with other groups.

The storytelling is repeated twice. During the first time listening to the story, students answer some questions about the story. These questions are in past tense (Some examples can be found on Appendix 1.5. Storytelling Snow White), so the answer must be in past as well. During the second time listening to the audio, children organize some cards with pictures from the tale (as seen in Appendix 2.5.3. Story Cards). At the same time that they listen to the story, they organize the cards as they consider. In the end, groups hold a conversation as in the previous step but, this time, for correcting the order of the cards.

In the last part, the students divide the tale into 3 parts. Differently from Lesson 3, the teacher explains what the three parts and their characteristics are. The members of each group interact after receiving the written version of the tale and decide how to divide it. After that, each group explains the division that they have made. All groups should reach an agreement on how to divide the tale (more information can be seen in Appendix 1.5. Storytelling Snow White). After reaching these agreements, each group titles each part of the story. Before ending, the teacher asks some questions to start making students aware of the characters' roles and endings in fairy tales (as seen in Appendix 1.5. Storytelling Snow White) These questions are linked to the next lesson's content.

6.3.6. Lesson 6: Fairy tales

At the beginning of this lesson, the teacher asks the students to put on the desk the materials that they produced in the storytelling lessons (images, comics, etc.). Students are asked about the parts of a story (how many parts? What are the names of this parts?). Then, they took a look to the materials that they have on the desk and the teacher asks a

couple of questions about the endings (As seen in Appendix 1.6. Fairy tales). At the end, the students will realize that the endings include some conventions such as weddings. The students are proposed to investigate about other fairy tales and their endings (endings of other fairy tales, who are the characters in danger, who protects these characters that are in danger). At this moment, the teacher also explains about the fairy tale ending rewriting. The steps and further information about this rewriting can be found on Appendix 1.6. Fairy tales.

At that moment., children will make a little research on the internet. This investigation is the first step of writing as a process, pre-writing or planning. Students are provided with a question sheet for carrying out this research (As seen in Appendix 2.6.2. Websites and Questions for the research). They will look for other traditional fairy tale endings and possible solutions that are different from a wedding or a prince rescuing a princess. The results will be compiled on a brainstorming. When they finish, the students will share results orally with other groups for getting new ideas, as it is explained on Appendix 1.6. Fairy tales. After these steps, the teacher asks students about their opinions on traditional fairy tale endings and solutions for solving problems (For example, *Do you think that a wedding is the best solution to a problem?* Or *Do you think that the princess can rescue other people instead of being rescued?*)

After answering this question and sharing information, the students are going to select the main ideas that are going to appear in the tale's denouement. LGBT inclusion and different gender roles are going to be seen in the following lessons, so this planning step does not end with this lesson. Instead of creating more lessons, while students learn about LGBT inclusion and different gender roles, they can add these ideas to the brainstorming at home, for example. The next step, drafting, will be seen in Lesson 10. They have until this lesson to add ideas to their brainstorming. If they have questions or doubts, teacher will answer them.

6.3.7. Lesson 7: Sleeping Beauty

At the beginning of the storytelling, as usually, we are going to present the students the story that the teacher is going to read. In this case, we show a picture of Disney's version of Sleeping Beauty (As seen in Appendix 2.7.3. Sleeping Beauty Image). As it is a really famous movie and fairy tale, we give the students some time to discuss in groups

what is the plot of Sleeping Beauty. The important thing at the end is that students will know what the story is about. Before starting with the story telling, students discuss what the plot is about.

During the storytelling, children are not going to do any activity. They will listen only and enjoy the story. Each group will check by their own if the plot that they are listening to is related or not to their initial believing. The teacher will read the tale twice, so students can make a mental image of the prince and the princess. These mental images will be used in the following activity as a reflection of stereotypes and gender roles in traditional fairy tales.

During the last activity, the students are going to do a description of the prince and the princess individually, for that reason the previous mental image was important. It will be a physical and psychological description based on the tales' description, but also including the thoughts of the student (A checklist as seen in Appendix 3.5.3. Checklist Description will be provided). Once the students have written these descriptions, they put it in common with the other members of his/her group. The objective is to make students conscious that there are gender stereotypes in the fairy tales. For doing that, the students and the teacher will compare both characters by providing the descriptions and characteristics that they have found. This comparation will create a discussion about if it is a reality nowadays and if women can do 'men things' (As seen in Appendix 1.7. Storytelling Sleeping Beauty).

6.3.8. Lesson 8: I wasn't planning this lesson.

The past continuous is introduced because it is the second time tense that appear the most in the fairy tales that are compiled in this unit plan. For starting this lesson, students are going to listen to a video which include short parts of songs (as seen in Appendix 2.8.1. Musical Video) that use the past continuous tense (affirmative and negative form). The lyrics are also provided on the video, so students will take a look at those lyrics, and they will select those verbal structures that are the most repeated (You were working…, I was crying… or I wasn't looking for…). For making it easier, the teacher can write on the blackboard some lyrics or by watching the video twice. The students will realize that the most repeated structures are were/was + verb -ing.

Secondly, the teacher provides students with the written version of the fairy tale *Sleeping Beauty* divided into different parts. Each group gets a part, and they have to highlight those structures that are similar to the ones seen on the video. When they get them, the groups share what they have found. After finding the verbs, the groups put in common the verbs that they have found, and they establish a proper rule for using the past continuous. The teacher verifies the rule proposed by the groups and explains when they can use the verb and how to build the questions.

When they have finished, we are going to watch some funny videos (As seen in Appendix 2.8.5. Funny Video) and orally, the students are going to describe in these videos using past simple and past continuous. For example, a video about a person falling on the ground can be described like this: *She was carrying some food when she felt on her knees.* After, the kids are going to practise this tense but with questions. By pairs, a student ask a random question and the other one answers. For example: *What were you doing when your sister broke the glass? I was eating a Kit Kat.*

6.3.9. Lesson 9: Prince and Knight

In this lesson we move from traditional fairy tales to modern fairy tales in which LGBT diversity, different gender roles and the absence of stereotypes and prejudices are basic characteristics. Concretely, this tale is about how a prince and a knight fall in love while defeating a dragon.

At the beginning of the class, the teacher is going to hang some small portraits of the characters (Tale: *Prince and Knight*) on the blackboard (as seen in Appendix 2.9.1. Portraits and Name Cards). Each group is going to have some cards with the names of the characters, and they have to guess the name of each character and explain orally who the character is and what they think is the role of the character in the story. Once all the groups have shared their ideas, the storytelling can start.

During the storytelling, which is going to be repeated twice each group take notes about the roles of the characters in the story. Students compare with these notes what they thought at the beginning and what is the real role of the characters in the story. These notes will be taken on a sheet with questions (as seen in Appendix 2.9.3. Characters Question Sheet). At the end, the teacher can ask if their impressions were true or not.

After the storytelling, each student chooses his or her favourite character. They are going to discuss in small groups why he/she has chosen that character as his/her favourite. After this discussion, the students will be provided with a sheet including rules (as seen in Appendix 2.9.4. Debate Rules) that they must follow for keeping a respectful debate around favourite moments and characters. This debate works as an introduction for the next lesson about sexual orientation diversity.

6.3.10. Lesson 10: Knights can rescue princes.

This lesson includes the second step of the writing as a process, drafting. At the end of the lesson, students will be able to start the draft of their fairy tale ending. At the beginning of the lesson, the teacher asks the students to pull out the paper with the brainstorming which includes their ideas for their fairy tale ending. During this lesson, students are going to complete this brainstorming, and they can start drafting the final rewriting. The teacher asks each group to present their brainstorming as seen in Appendix 1.10. Knights Can rescue Princes.

Once all the students have presented their brainstorming, then the teacher ask students the difference between a traditional fairy tale and the tale read in the previous lesson. While talking between students, the teacher can take notes on the blackboard about the differences that the students have found between the classic fairy tales and the modern version of fairy tales (For example, In *Prince &* Knight there are 2 princes instead of a prince and a princess, or In *Prince & Knight*, the knight needs to be rescued). In the end, the students must be able to realize that the main difference is inclusion, that the tale is inclusive with a gay couple. After that, the teacher asks the students if they know how we call a person who is attracted to same-sex people. The teacher explains three concepts (heterosexual, homosexual, bisexual) and explains that including this people is also a way of being inclusive and making the tale different. (this explanation is completely detailed in Appendix 1.10. Knights Can rescue Princes).

At the end of this lesson, the students can modify the brainstorming, and they start drafting the fairy tale ending. The teacher has provided in Lesson 6 a sheet with some advice for drafting (Appendix 2.6.1. Steps of writing process). While drafting the tale ending, the teacher does not correct the drafts. If students do not finish the draft in class,

the group must finish it at home or in the library. Before session 14, teacher will revise these drafts with a checklist.

6.3.11. Princess Li

This lesson introduces the fairy tale *Princess Li.* This tale features a lesbian couple, and it is used to show different gender roles when talking about women. In this case, a princess called Beatrice must save the King and demonstrate that her love for Princess Li is true.

At the beginning of the lesson, the teacher is going to show the students a couple of images taken from the book, *Princess Li* (As seen in Appendix 2.11.1. Images from the tale – Written version of the tale). By groups, students have to describe those images. Some of them include places and others include people. The groups have to describe these images orally (they can talk between them before answering) and guessing what they are about. In other words, describing the pictures and guessing the plot of the tale based on those images.

After that, the teacher is going to continue with the storytelling. As in previous lessons, the storytelling is going to be repeated twice. During the first time, the students are going to see the pages of the book, and they can notice that some of them do not include any text. In those moments, the students can predict what is going to happen in the following page based on the picture (detailed information about this activity can be found on Appendix 1.11. Storytelling: Princess Li). During the second time, the students just listen to the storytelling.

For the last activity, each group write a summary of the tale by points. Each point is a sentence related to the tale (for example: ·Princess Li lives with her parent). The summary includes the plot of the fairy tale and some sentences about the life of Li and Beatrice after the tale's ending. The sentences about the plot will be written in past simple and the sentences about the life of Li and Beatrice after the tale, in present simple.

6.3.12. Stereotypes and Prejudices

We are going to start the lesson by watching a video about gender stereotypes called *Like a Girl* (compiled in Appendix 2.12.1. Like a Girl (Video)). In this video people talk

about the stereotypes and prejudices around doing things ‘like a girl’. The students are asked about this issue, as it can be seen in Appendix 1.12. Stereotypes and Prejudices. After those questions, the teacher explains what stereotypes or prejudices are. The stereotypes and prejudices are introduced at this point to prevent students from using them when re-writing the final version of the ending.

After that, the students will make a small research on the internet. In this research, each group is going to look for some stereotypes or prejudices that are common related to the diversity that they have seen at class (Women and LGBT community). The information that they find is written on a paper and shared with the class. Sharing these ideas can create a conversation in class about the effects that stereotypes, and prejudices have in people. A complete explanation and some examples can be seen in Appendix 1.12. Stereotypes and Prejudices.

When the discussion comes to an end, the students have some time to think about the stereotypes and the relation with fairy tales. They have to think and when talking to the rest of the groups after some time, the students will realize that traditional fairy tales contain several stereotypes. A major part of them are related to the role of the women, and the teacher explains that the ending is the best part for detecting them. For doing that, the teacher asks students to think about the traditional fairy tale endings. A concrete example can be found in Appendix 1.12. Stereotypes and Prejudices.

6.3.13. Lesson 13: Princess and Maiden

Princess and Maiden has been chosen because it is a retelling of those fairy tales in which princes find their brides at royal balls. In this case, the Maiden falls in love with the Princess during a ball for the Princess ‘brother. At the beginning of the lesson, the teacher is going to show the cover of the tale (*Princess and Maiden)* to the students. The groups must talk before providing a prediction of what the tale is about. This prediction will be orally provided by the spokesman/spokeswoman of the group. After that, the teacher does the storytelling twice, and the students only listen to the story. In this last storytelling, we want the students to enjoy a story and be relaxed.

After listening to the tale, the students by pairs select two characters, and they do an interview to these characters for practising in a communicative context the grammar that

they have seen in previous lessons. The answers will be provided by the other student. In other words, the student is the interviewer and his/her partner takes the place of the interviewee character. The roles are swapped after that interview. Some rules about the interview can be found on Appendix 1.13. Princess and Maiden.

6.3.14. Writing the ending.

This last lesson is the final step of the writing process, editing, writing the final version of the tale ending. The beginning of this lesson is based on a brainstorming. During this activity, the students can tell words, expressions and grammar features that can appear at fairy tales. (For example, expressions like *Once upon a time…,* or using the past simple). Some of the content has been seen in previous lessons, so it will be useful for recalling information from previous lessons. When the brainstorming is finished, the teacher provides a copy with fairy tale vocabulary and structures.

Prior to this lesson, students have given their drafts to the teacher. The teacher has done the revising step, correcting and adding comments to the drafts. The feedback is written on the draft based on a checklist, as mentioned previously. Students use the elements that they have acquired through this unit in this rewriting, checking them with the same checklist as mentioned above. Students do not end at class, so they have 2 weeks for finishing it at home. The tale's ending will be read at class during the semester.

6.4. Assessment

The evaluation proposed for this unit plan is a summative evaluation. A major part of the content of this unit plan is related to values and social skills (avoiding stereotypes, prejudices, and fostering respect) that are not very easy to evaluate. The evaluation of values or sensitive topics like the inclusion of LGBT community cannot be judged because it is not possible an impartial evaluation. The evaluation is focused on the performance of students during the class activities and the performance for creating the final outcome, the fairy tales' re-writing. These aspects are easily assessed through the criteria and the learning standards established by the Aragonese Curriculum.

A major part of the lesson is carried out through conversation and oral interventions. For that reason, a major part of the evaluations is based on what the teacher can see in the class through direct observation and the notes that the teacher can take about the class

development (for example, through the observation guides). On the other hand, the written material can be evaluated through rubrics and checklists. These materials can be found in Appendix 3. Assessment Materials. and the implementation of these rubrics per lessons is available in Appendix 2. Unit Plan. All these materials have been created from the objectives established at the beginning of each lesson and based on the criteria and learning standards from the Aragonese curriculums.

For making it easier, the assessment of this Unit plan is divided into different parts. Each part has a percentage from the total of the mark. The assessment is divided like this:

- *Behaviour***:** This part of the mark is referred to the behaviour of the student in class. Taking part in the activities, being quiet when requested, respecting the right to talk, respecting the classmates, etc. All these elements, which are included in this part, will be assessed during all the unit through direct observation. This part is 10% of the global mark.

- *Class work***:** All the activities and tasks carried out in the classroom are going to be taken into account for this part of the global mark. It will be assessed during all the unit, following the criteria established in each lesson, as seen in Appendix 2. Unit Plan. Class work is 20% of the total mark.

- *Logbook***:** The ideas that students have recorded in the logbook, will be assessed as well for the mark. For considering that a Logbook is complete, all the pages from it should be completed. Also, the material that students have compiled or have created during the lessons must be here for having a good mark (for example, the comic created in Lesson 3 or the interview from Lesson 13). The teacher will ask for the Logbook at the end of the Unit. The logbook is a 10% of the global mark.

- *Rewriting of a fairy tale denouement***:** The most important part of the Unit. It will be assessed at the end of the unit, taking into account the evolution of each group's tale since Lesson 6, when the writing process starts. Also, the fairy tale's denouement will be assessed through a rubric (As seen in Appendix 3.11.1 Ending's Rubric). The rewriting is 50% of the global mark.

7. CONCLUSION

Nowadays, teaching and learning English without a communicative context can seem an old-fashioned way of approaching a language. When teaching and learning English, we want to use it for communicating, as we have seen in section 5. Therefore it is mandatory to create a communicative environment in the class, where learning is integrated into different contexts and where students can use and develop the language that students have acquired.

Communication is also important because it allows students to make sense of the world where they are living. Through communication, students can understand difficult aspects of life and make sense of them. This ideation function, as Halliday (1975) defined in section 5.2., has allowed the introduction of several values in the Unit Plan that has been designed for this paper. Therefore, the first objective presented in this end-of-degree project has been fulfilled successfully. The unit plan presents an education on values based on the inclusion of LGBT diversity in the classroom. The activities that have been designed were always related to values teaching, being more or less explicit according to the lesson or the activity.

The second objective, related to the power of literacy for introducing complex issues at classroom has been fulfilled as well. Literacy and stories are a powerful tool when we want to introduce subject topics or issues in the Primary classroom. In this case, literacy has allowed, at first, the introduction of grammar content but later, it also has provided students with examples of stereotypical gender roles. An issue that is complex at first sight, can be presented in class through literacy. In that way, the traditional fairy tales are introduced for talking about gender roles, stereotypes and prejudices whereas modern fairy tales have addressed LGBT diversity and, again, stereotypes and prejudices. These are really complex topics for Primary children but combining the tales with the communicative approach, as defended in section 5, it has been demonstrated that objective 2 has been reached.

The last objective of this paper was to make students participants of a change towards multiplicity that is happening in the real world. This participation can be activated from many perspectives but, in this case, it has been activated through the rewriting of a fairy tale denouement. The rewriting has been present in all the lessons, as all lessons were preparing students for rewriting a fairy tale denouement. Grammar and vocabulary was

extracted from fairy tales, the stereotypes and prejudices were taken from traditional fairy tales and diversity was taken from the modern fairy tales and included in traditional fairy tales. It can be seen that the lessons have prepared children for the final version of their rewriting. Also, the writing as a process phases explained at the beginning of section 6 has been introduced to students in concrete lessons. This tool is also good not only for the final outcome of the unit plan, but for their future. Nevertheless, even if theoretically the objective has been fulfilled, this objective would be properly checked if the unit plan were implemented in a classroom.

It is necessary to remember that this unit has been designed for an imaginary classroom, an ideal environment where everything will go well. It is natural that, if implemented, some elements will be changed according to the diversity of the group or the timing. Also, Communicative Language Teaching can be seen as a challenge for teachers, as it requires more time than traditional approaches. Nevertheless, this problem is also faced in the Unit but not directly, as the teacher has some time to make clear some grammatical structures (For example, in the lessons focusing on past simple and past continuous).

In conclusion, the Unit plan presented in this paper can be a good way of improving the educative practice of EFL addressing values. There is room for improvement in this plan after being implemented at school. In theory, I have addressed all the objectives proposed and the problems that have been presented in section 5, concerning the lack of material at schools. Of course, this is not a definitive solution but only a step more in the difficult task of implementing LGBT diversity in education, and more specifically in the EFL classroom. As I said in previous sections, education is the best way for improving the world.

8. BIBLIOGRAPHY

8.1. Legislation

Constitución Española. Boletín Oficial del Estado, 29 de diciembre de 1978, num. 311.

Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa (LOMCE), Boletín Oficial del Estado (BOE). 10 de diciembre de 2013.

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado (BOE). 30 de diciembre de 2020.

ORDEN de 16 de junio de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón (BOA de 20 de junio).

ORDEN de 21 de diciembre de 2015, de la Consejera de Educación, Cultura y Deporte, por la que se regula la evaluación en Educación Primaria en los centros docentes de la Comunidad Autónoma de Aragón y se modifican la Orden de 16 de junio de 2014, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón y la Orden de 26 de junio de 2014, por la que se aprueban las Instrucciones que regulan la organización y el funcionamiento de los Colegios Públicos de Educación Infantil y Primaria y de los Colegios Públicos de Educación Especial de la Comunidad Autónoma de Aragón (BOA de 30 de diciembre).

ORDEN ECD/850/2016, de 29 de julio, por la que se modifica la Orden de 16 de junio de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón (BOA de 12 de agosto)

8.2. Textbooks

Casey, H.; Phillips, S. (2015). *Oxford Rooftops*. Oxford University Press.

Elsworth, S.; Rose, J. (2021). *Academy Stars.* Macmillan Education.

Number16Kids Company (2018). *Kids Method*. Number16Kids.

Pelteret, C.; Penn, J. (2015). *Family Friends.* Oxford University Press.

Read, C.; Ormerod, M. (2018). *New Tiger*. Macmillan Education.

8.3. References

Abdulrahman, N. C., & Abu-Ayyash, E. A. S. (16th November 2019). *Linguistic competence, Communicative Competence and Interactional Competence*. ResearchGate. https://www.researchgate.net/publication/337306343_Linguistic_competence_Communicative_Competence_and_Interactional_Competence

Always. (26th June 2014). *Always #LikeAGirl* [Video]. YouTube. https://www.youtube.com/watch?v=XjJQBjWYDTs&list=PLlnNQFi5o1rv_pA7f07_XiQTXYUK6yNEz&index=4

Amavisca, L., & Rendeiro, E. (2016). *Princess Li / La Princesa Li* (2 Blg ed.). Nube Ocho.

Arévalo, A. P. G. (December 2016). Voces desde el armario. . . prejuicios y discriminaciones hacia personas LGBT en el Salvador. *EPOS, 7*(2), 4–26.

Azabal, M. (July 2020). *Aproximación a los delitos e incidentes de odio hacia el colectivo LGBT: consecuencias de la victimización y cobertura de las necesidades de las víctimas* (TFG). Universidad del País Vasco. https://addi.ehu.es/handle/10810/45462

Baron, E. [Eitan Baron]. (9th October 2017). *Songs With Past Progressive* [Video]. YouTube. https://www.youtube.com/watch?v=UrFJcZwyjfY&list=PLlnNQFi5o1rv_pA7f07_XiQTXYUK6yNEz&index=2

Bermúdez Vázquez, M., Casares Landauro, E., Medina Contrera, P., Munuera Montero, S., & Pareja, V. (2019). *Reglas Para Un Buen Debate*. Junta de Andalucía: Consejería de Educación. https://www.juntadeandalucia.es/educacion/portals/ishare-servlet/content/4f6548c0-322f-4317-ab43-328b63aef535

Blaya, C., Debarbieux, E., & Lucas Molina, B. (2007). *La violencia hacia las mujeres y hacia otras personas percibidas como distintas a la norma dominante : el caso de los centros educativos*. Redined. https://redined.mecd.gob.es/xmlui/handle/11162/68701

Botello-Peñaloza, H. A., & Guerrero-Rincón, I. (7th December 2018). Incidencia de la violencia física en la población LGBT en Ecuador | Civilizar: Ciencias Sociales y

Humanas. *Civilizar*, *18*(35). https://revistas.usergioarboleda.edu.co/index.php/ccsh/article/view/1095

Bridgman, B.L. (2016). *Critical literacy: Exploring Topics of Sexuality and Gender with Young Children.* University of Cincinnati: Cincinnati.

British Council. (28th September 2011). *Information Gap*. British Council - Teaching English. https://www.teachingenglish.org.uk/article/information-gap

British Council. (2013). *Communication strategies*. Communication Strategies. https://learnenglishteens.britishcouncil.org/exams/speaking-exams/communication-strategies

Cambridge University Press. (2008). Fairy Tale. En *Cambridge Academic Content Dictionary* (1.ª ed.). https://dictionary.cambridge.org/es/diccionario/ingles/fairy-tale

De-Amicis-Caballero, A. (July 2016). *Violencia y la comunidad LGBT* (TFG). Jaén: Universidad de Jaén. https://hdl.handle.net/10953.1/3979

Ellis, G., & Brewster, J. (2014). *Tell it Again! The Storytelling Handbook for Primary English Language Teachers*. (3rd ed.). British Council.

English Through Videos. (13th July 2016). *Past Simple and Past Continuous Narrative Tenses - Describing Accidents* [Video]. YouTube. https://www.youtube.com/watch?v=IQBAoVeUvh4&list=PLlnNQFi5o1rv_pA7f07_XiQTXYUK6yNEz&index=1&t=59s

Enguita, D. (3rd September 2018). ¿Cuántos libros de texto del cole de tu hijo hablan de personas trans? Tribus Ocultas. https://www.lasexta.com/tribus-ocultas/libros/cuantos-libros-texto-cole-hijo-son-inclusivos-hablan-personas-trans_201807235b8c5eaa0cf2740d285671aa.html

Gay, Lesbian & Straight Education Network. (2009). *The Safe Space Kit*. Gay, Lesbian & Straight Education Network.

Gil-Borrelli, C. C., Velasco, C., Iniesta, C., De Beltrán, P., Curto, J., & Latasa, P. (1st June 2017). SciELO - Saúde Pública - Hacia una salud pública con orgullo: equidad en la salud en las personas lesbianas, gais, bisexuales y trans en España Hacia una salud pública con orgullo: equidad en la salud en las personas lesbianas, gais, bisexuales y trans en España. *Gaceta Sanitaria*, *31*(3). https://www.scielosp.org/article/gs/2017.v31n3/175-177/es/

Global Alliance for LGBT Education. (2010). *GALE is using the power of storytelling*. LGBT Education Info. https://www.gale.info/doc/lgbt_education/LGBT%20Education%202010-1.pdf

Grimm, J., & Grimm, W. (2012). *Grimm's Complete Fairy Tales (Leather-bound Classics) (English Edition)* (M. Hunt & K. Mondschein, Eds.; Illustrated ed.). Canterbury Classics.

Haack, D. and Lewis, S. (2018). *Prince & Knight*. Little Bee Books.

Haack, D., Galupo, I. and Human, B. (2019). *Maiden & Princess* (Illustrated ed.). Little Bee Books.

Halliday, M. (1975). *Learning How to Mean: Exploration in the Development of Language.* London: Edward Arnold.

Ksirle. (26th February 2018). *Friends Past Simple No one proposes* [Video]. YouTube. https://www.youtube.com/watch?v=bZJhJdla05I&list=PLlnNQFi5o1rv_pA7f07_XiQTXYUK6yNEz&index=3

Lambda Legal. (10th June 2013). Conceptos básicos sobre el ser LGBT. *Vamos al Grano: Herramientas para apoyar a la juventud LGBT en custodia estatal*. https://www.lambdalegal.org/sites/default/files/spa-vg_conceptosbausicos_final.pdf

Lockett, J.S.; Jones, R.B. (2009). Why tell stories? *Kappa Delta Pi Record, 45* (4). 176-178.

Martínez Urbano, N. (2011). El Cuento como Instrumento Educativo. *Innovación y Experiencias Educativas, 39*. https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_39/NATALIA_MARTINEZ_URBANO_01.pdf

Molinuevo Puras, B., Rodriguez Medina, P. O., & Romero López, M. (2007). *Actitudes ante la diversidad sexual de la población adolescente de Coslada (Madrid) y San Bartolomé de Tirajana (Gran Canaria)*. Redined. https://redined.mecd.gob.es/xmlui/bitstream/handle/11162/83866/00820090000006.pdf?sequence=1&isAllowed=y

Parra Piza, Y., & Ramos Melo, L. A. (November 2012). *Huellas de la violencia simbólica en la población LGBT: Implicaciones sociales* (TFG). Corporación Universitaria Minuto de Dios. https://repository.uniminuto.edu/handle/10656/1271

Pellejero Goñi, M. L., & Torres Iglesias, B. (2011). *La educación de la sexualidad : el sexo y el género en los libros de texto de Educación Primaria*. Redined. https://redined.mecd.gob.es/xmlui/handle/11162/80908

Perrault, C. (2015). *Perrault's Fairy Tales* (G. Dore, Ed.). Planet.

Plaza, J. A. B. (1st July 2020). Representaciones sociales de la inclusión de la población LGBT en educación superior | Análisis. *Análisis*, *52*(97), 431–458. https://doi.org/10.15332/21459169/5752

Richards, J. C. (2006). *Communicative Language Teaching Today* (1.ª ed.). Cambridge University Press. https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf

Seow, A. (2002). The Writing Process and Process Writing. In Richards, J.C. & Renandya, W.A. (Eds.) *Methodology in Language Teaching* (pp. 315 – 320). Cambridge University Press. https://d1wqtxts1xzle7.cloudfront.net/52278702/Methodology_in_Language_Teaching.pdf?1490300642=&response-content-disposition=inline%3B+filename%3DMethodology_in_Language_Teaching.pdf&Expires=1623435708&Signature=Sl8zp~SY-ld3NUBGNvyUjr6cWhLip57A4SGpFbiwGm~73h6EtTvpzNh7lIpiUHF6PcQuTK3ELcftNj8Ip8vnBmbA70ySqYz-c4GPAQfnn5R4R-IZAhdM82ndGpXCmsNKamyb8Dq92jPDBA~oCEo-1CHXCPMmiGKh~LT4l6qonC-TV2SVdjWD~nNOFkMsViOCR7WgFDkvYe9h2r2u6FfwPi3CZxrYKsbMqjjnU5bC0QK0YFbpiu8oEbmla5MSA7-zjf-eLO2QJR96cdIyC21nWQR3~R1q76kzj-sMllm2fAyinSD-lbsN7mYCMCyPlsjkK6cDh3K8sJz-orYI7Ux8yg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA#page=325

Smyth, J. (2005). Storytelling with young children. Research in Practice Series. *Early Childhood Australia*, *12* (1).

Tarvin, L. (11th November 2015). *Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional. . .* ResearchGate. https://www.researchgate.net/publication/283711223_Communicative_Competence_Its_Definition_Connection_to_Teaching_and_Relationship_with_Interactional_Competence

APPENDIX 1. UNIT PLAN (TABLES)

Course: 6th Grade of Primary	**Subject:** English Language
Title: Royal Diversity	**Duration:** 14 lessons
Date: 26th April 2021 to 26th May 2021 (3 sessions per week)	**Grouping:** Pairs Small Group (5 groups: 4 members per group) Big Group
General Objectives: The students will be able to get the general ideas of oral discourses and written texts, using comprehension strategies during listening, speaking and reading activities. The students will be able to identify and use different syntactic structures (Questions, negative clauses and affirmative clauses) when taking part in listening and speaking activities. The students will be able to identify and use a lexical repertoire (fairy tales vocabulary) while taking part in aural and oral transactions and writing activities. The students will be able to use grammatical rules learned in class during conversations, debates and writing activities (past simple, past	**Learning Outcomes:** The students will be able to identify the parts of fairy tales, making emphasis on the denouement of a fairy tale. Students will be able to identify stereotypes, prejudices and gender roles in traditional fairy tales and in real life. Students will be able to rewrite a fairy tale denouement, including characters to represent the diversity of nowadays society, mainly LGBT diversity.

continuous, and the use of adjectives for describing people, places and situations.). The students will be able to identify the 3 different parts (Setup, conflict, and denouement) of a tale and the stereotypes and prejudices that these tales can perpetuate. The students will be able to write texts (on paper or computer), using basic syntactic structures (questions, negative and affirmative sentences) and respecting orthography and grammatical rules during writing tasks. The students will learn about writing as a process, and they will be able to use its guidelines when doing a writing. The students will be able to rewrite a fairy tale's denouement, including on that version the diversity that we can find in the real world.	
Previous considerations: The lesson plan considers diversity regarding students with reduce mobility and students with vision problems (students cannot see completely, he can only see a 50%). The necessary modifications are included in each Lesson's table. It has been considered that students already master the present simple and the present continuous and that they have seen some notions related to past simple in previous lessons. The students are also expected to work by roles, so the collaborative work can be done easily. The students are expected to talk in English, as they have the necessary level, but they can use Spanish for talking if they cannot say something in English. The teacher is expected to use English as well. The teacher can use Spanish only for explaining difficult terms.	

On the other hand, this unit plan do not consider homework apart from the re-writing of a fairy tale denouement. For that reason, if an activity is not finished at school, can be finished in other lesson or it can be sent as homework for home. If a lesson cannot be done in 1 hour, the lesson will be divided into 2 different lessons.
Diversity: Diversity will be addressed similarly in all the lessons of this unit plan. The furniture of the classroom will be placed so the student with reduced mobility can move in the classroom with no problem. The furniture will be separated, providing wide spaces for walking through. The furniture will not be moved also on behalf of students with visual problems. If the furniture is not moved, these students have a mental image of the class, and they can walk through it with no problems. For the students with mobility problems and reduced vision, they will be placed at the front while doing storytelling, projecting media on the whiteboard and working on the blackboard. By doing that, the teacher can assure that the students can see with no problems. The students with reduced mobility will have a special desk adapted to their mobility for working better and the students with reduced vision will receive modified materials (with bigger letters, bigger images, etc.). The groups which have these problems, will be assisted by the teacher when organising the activities, so they are able to divide the work in the best possible way. The work in the group will be adapted to students with the previously mentioned problems.

1.1. Lesson 1: Storytelling Cinderella

Specific Objectives:	**Evaluation Criteria & Learning Standards:**
• During this lesson, the students will be able to: • Start checking that fairy tales can be divided into 3 parts. • Express ideas or make comments through the English that they already know. • Predict events while listening to a story. • Express by writing what they have done at class.	Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6. Crit.ING.1.2.: Est.ING.1.2.5. Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6. Crit.ING.2.1.: Est.ING.2.1.3. Crit.ING.2.2.: Est.ING.2.2.1 Crit.ING.2.5.: Est.ING.2.5.2
Learning Outcomes: To express ideas in English Language To predict events based on a fairy tale. To make comments related to class work.	**Content:** Fairy tales: Cinderella. Parts of a fairy tale. Predictions. Expressing ideas orally and written.
Key Competences: CCL, CAA, CIEE, CD	

Class Development (Activities)

Activity	Input	Materials	Interaction	Timing
1.Pre – storytelling: Pictionary	For introducing this fairy tale in the Primary classroom, students are going to play Pictionary for	Pictionary Words (Printed) Blackboard and chalk	Small group Big Group Teacher - Student	10 minutes

	guessing the characters and key vocabulary from the tale. In a box we put pieces of paper with the names on it (Cinderella, Charming Prince, Fairy Godmother, Pumpkin, Glass Slipper). In each round, a member of the group takes a piece of paper and draws the word as the best they can. When a group knows the word (the members of the group talk to each other before answering), the spokesperson raises his/her hand. The fastest group is the one who can answer. If the answer is wrong, then the turn goes to the second group who has raised his/her hand. If after 3 trials, the word is not guessed, the round is over. If the option is correct, they have the chance to guess the tale's title and its plot. The team members must talk between them before guessing the name and the plot.	Box		
2. Storytelling 1: What is going to happen?	For telling the story to the students, the teacher will use some cards with illustrations of the fairy tale. Each	Story Cards (Story Images) Tale's written version	Individual Small Group Teacher - Student	15 minutes

	image can represent a whole scene or just a paragraph of the story. The story will be told twice. At certain moments, during the first time, teacher shows the picture of the following part without continuing with the storytelling. The teacher asks the students to predict what is going to happen in the following part, based on what students can see in the picture. The students can take part in the prediction individually or by talking before with their group. Teacher asks a couple of times about predictions before continuing with the storytelling. Some questions are for example: *(After showing a picture of Cinderella cleaning):* What do you think that Cinderella is going to do? *(After showing a picture of the Stepmother and the Stepsisters)*: Who do you think they are? Are they going to be good or evil? *(After showing a picture of the glass slipper*): What is it? What is going to happen with this object?	Vocabulary flashcards.		

3. Storytelling 2: Characters' Feelings	During the second time of storytelling, instead of asking what is going to happen, teacher asks about the characters. At certain moments, the teacher will stop the storytelling and he/she will ask about the feelings of the characters in a concrete moment. The students will talk before the spokesperson gives the answer. The answer must be given according to what is happening in the scene at that moment, without taking into account future events in the story. For example, the teacher can ask students about the feelings of the Charming Prince after knowing that Cinderella scaped from the ball. This activity is related to Lesson 12 about stereotypes and prejudices. In Lesson 12, students will be asked about their feelings when being victims of some kind of stereotypes or prejudice. The current activity allow students to recall the vocabulary related to emotions (for example, sad, happy, angry, etc…) and some grammar structures (for example: I feel, I would feel). This is some content that students have seen before	Story cards Tale's written version Vocabulary flashcards.	Individual Small Group Teacher - Student	15 minutes

	this Unit Plan, so students know exactly how to express emotions.			
4. Post-storytelling: Key Moments	After the storytelling, each group is going to draw or sketch what they consider the 3 key parts of Cinderella's story. In other words, the 3 parts that they think that are the most important for understanding the tale. For making it easier this time, the teacher will divide the tale in three parts. Students can talk about that division before starting with the drawings, so the teacher can get the ideas that students have about fairy tales' parts. Before starting, and after having a conversation by groups about the structure, the groups can talk to each other to comment the parts and getting ideas for the pictures. It is probable that students share opinions on why they think that a fairy tale is divided in 3 parts. This talk must be mediated by the teacher, who can be asked about the structure and the parts as well. When they have chosen the three main parts that they	Written version of the tale (Divided) Paper Pencil and rubber Paint	Small group Big group Teacher – Student	20 minutes

	consider, they must draw it. If they do not finish, it does not matter, but at least they must have a sketch of each part. For example, a group can select these three moments: *Introduction*: Cinderella cleaning *Climax*: Cinderella with her fairy godmother *Ending*: Cinderella getting married with the prince.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook has some questions that can help students to complete the page. At the end of the class, they are going to keep the pictures that they have drawn in the logbook as well. This activity can be done while finishing the previous activity.	Logbook	Small Group	With the previous activity
Assessment: The objectives of this lesson will be assessed through different methods: • *Objective 1*: To know if students are starting to detect the tale's parts, the teacher will take notes about the questions or the comments that different groups may ask about drawing only 3 pictures or about why the teacher has divided the text in 3 parts. • *Objective 2*: It can be checked through the answers given by the students during the different activities of the lesson plan. The teacher needs to take notes about these answers to know the English level that students have in general. The teacher can take notes about the				

grammar structures that students are using, the most common mistakes or errors in the class, the strategies that they use for communicating (for example, using Spanish language, give the definition of a word that they do not remember or using synonyms).

- *Objective 3*: To know if the students are predicting, the teacher will check if the answers make sense according to what he or she has told during the storytelling. The teacher can take notes of the answers, it is highly recommended to take notes of those answer that can be representative for being really good but also those structures that can be used for providing positive feedback in order to improve the fluency of students.
- *Objective 4*: The written expression about what they have done at class will be checked through the logbook, as it is the place where they explain what they have done.

1.2. Lesson 2: Describing Cinderella

<table>
<tr><td>Specific Objectives:
During this lesson, the students will be able to:
Recognise adjectives in written and oral productions.
Use adjectives for describing people, places and objects.
Classify adjectives according to different criteria.
Explain what they have done at class.</td><td colspan="4">Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.1
Crit.ING.2.1.: Est.ING.2.1.3. and Est.ING.2.1.4.
Crit.ING.2.2.: Est.ING.2.2.1 and Est.ING.2.2.4.
Crit.ING.2.4.: Est.ING.2.4.1. and Est.ING.2.4.4
Crit.ING.2.6.: Est.ING.2.6.4.
Crit.ING.2.8.: Est.ING.2.8.2 and Est.ing.2.8.4.
Crit.ING.3.6.: Est.ING.3.6.5</td></tr>
<tr><td>Learning Outcomes:
To use adjectives in written and oral productions
To classify adjectives according to their grade
To describe orally a person, place or object.</td><td colspan="4">Content:
Adjectives: Grades and position
Place description
Person description
Object description</td></tr>
<tr><td colspan="5">Key Competences: CCL, CIEE, CD, CAA</td></tr>
<tr><td colspan="5">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td>Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
<tr><td>1. Fairy tale word cloud</td><td>In this first activity, students are going to be provided with the written version of the fairy tale Cinderella.</td><td>Written version of the tale. (Divided by parts)</td><td>Teacher – student
Small Group</td><td>10 minutes</td></tr>
</table>

	Each group is provided with a different part of the tale but all of them include some kind of description or include adjectives for describing. By groups, the students are going to be asked to highlight those words which are used for describing (Adjectives). After some minutes, students stop, and the teacher creates a word cloud on the blackboard. Each group is going to have a colour in the word cloud. The spokesperson of each group tell the teacher slowly the words that they have highlighted in the text. The teacher and the rest of the groups decide if the words can be included or not (for example, a verb cannot be included). All groups are going to present their words, but they will avoid repetition. It means that if they have found a word that is already in the blackboard, they cannot repeat that word.	Markers Chalk Blackboard	Big Group	
2. Organising the clouds.	When the word cloud is complete, the teacher mentions that it seems a bit disorganized. The teacher asks the groups to classify the adjectives on the blackboard with the criteria that they consider. The	Paper Pen or pencil Chalk Blackboard	Teacher – Student Small Group Big Group	20 minutes

	only rule is that they must use only 3 categories. (For example, adjectives which end in -s, -r and -vowel). The groups are provided with some time for discussing about the criteria and classify the adjectives. When they have finished, the teacher asks each group to present their classification. The spokesperson of each group explains the criteria and the result. All groups must present their classification. When all groups finish with the presentation, the teacher shows them a good classification. In this case, the teacher organises some adjectives by grade, using the adjectives that there are in the blackboard. The teacher takes examples from all the groups (for that reason each group has its colour in the word cloud). The grades are: Positive (for example, *The beautiful dress*), comparative (for example, *She is better than her stepsisters*) and superlative (for example, *The prettiest girl in the ball*). The teacher allows students to ask for doubts related to this type of adjectives. The students are going to finish this activity by organising	Checklist		

	the adjectives with this classification and writing 5 sentences with the adjectives that they have to make sure that students know where the adjectives are placed in a sentence and to check if students can deduce the rules for using the . All groups are going to share this classification and their sentences with the class and other classmates can correct the mistakes that they can detect in both, the classification and the sentences. This correction is easier with the use of a checklist.			
3. Interview	This time we are going to work by pairs. Each group can create two couples because each group has 4 members. The teacher explains the activity. In the last part of the class, the students are going to do some interviews, as an interview provides a communicative context to the activity. A student takes the role of interviewer and the other one takes the role of interviewee. The interviewers are going to ask questions to the interviewees. Three questions of the interview should be answered with a description.	Paper Pencil or pen Markers Question sheet	By pairs. Teacher - Student	30 minutes

	(Preferable three different descriptions, about objects, people and places). For making it easier, the students are going to be provided with a sheet that includes some questions that can be asked during an interview. The interviewers are going to copy the answers and, when they finish, they exchange the roles. The interviewee becomes the interviewer, and the interviewer becomes the interviewee. The students must do at least 5 questions in the interview. It is important to transmit the idea about using adjectives. The use of adjectives is compulsory for doing descriptions, as it is not possible to tell the appearance of an object or a person without using adjectives. The activity also allow students to use adjectives with different grade in their description. In the written interviews, the adjectives must be highlighted and specified the grade of each one.			
4. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook has some questions that can	Logbook	Small Group	With the previous activity

	help students to complete the page. At the end of the class, they are going to keep the word cloud and the interviews that they have made in the logbook as well. This activity can be done while finishing the previous activity.			

Assessment: The objectives for this lesson will be assessed through different tools:

- *Objective 1:* It will be assessed through the written version of the tale (which contains the highlighted adjectives) and the interview. It would be checked if the words highlighted are adjectives or not. (It is possible that students highlight words that are not adjectives)
- *Objective 2:* The second objective will be checked through the sentences and the interviews. For checking these sentences and interviews, the teacher can use a rubric (As seen in Appendix 3.1.1. Sentences and Interviews' Rubric).
- *Objective 3:* The objective will be checked with the classification that they have created, and the classification offered by the teacher. Also with the interview, as they have to highlight the adjectives and write the grade of each one. For checking it, the teacher will check if the adjectives are placed in the correct part of the classification and the adjectives highlighted in the interview.
- *Objective 4:* Finally, the objective related to explaining about the class will be checked as mentioned in Lesson 1, with the answers provided in the logbook.

1.3. Lesson 3: Describing Cinderella

<table>
<tr><td colspan="3">Specific Objectives:
During this lesson, the students will be able to:
• Continue checking that fairy tales can be divided into 3 parts.
• Describe scenes or events from the fairy tale by using adjectives.
• Summarize the different parts of a fairy tale by using drawings.
• Express by writing what they have done at class.</td><td colspan="3">Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6.
Crit.ING.1.2.: Est.ING.1.2.5.
Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6.
Crit.ING.2.1.: Est.ING.2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.5.: Est.ING.2.5.2</td></tr>
<tr><td colspan="3">Learning Outcomes:
To describe a fairy tale scene, using adjectives as seen in the previous lesson.
To express ideas or solutions through drawings.</td><td colspan="3">Content:
Fairy tales (Rapunzel).
Parts of a fairy tale.
Descriptions.</td></tr>
<tr><td colspan="6">Key Competences: CCL, CAA, CIEE and CD</td></tr>
<tr><td colspan="6">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td colspan="2">Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
<tr><td>1. Pre-storytelling: Pelmanism</td><td colspan="2">Before starting with the storytelling, we are going to play a Pelmanism game. The cards have the name of the characters (Rapunzel, the Prince, the Witch), places (the Tower, Rapunzel Parent’s house) and</td><td>Pelmanism cards</td><td>Small Group
Big Group
Teacher – Student</td><td>10 minutes</td></tr>
</table>

	objects (a comb, rampions). The objective is to match a word card with an image card. The cards are placed down on the floor. The spokesperson of each group is going to select the cards. But, before selecting the cards, the spokesperson must have talked to their mates in the group. If the group match successfully both cards, then the group decides if they want to guess the fairy tale name or plot or not. If the group fails and the cards do not match, then the turn is for the next group. The order of the game will be decided at random. It is important to say that before giving the fairy tale name or the plot, there must be at least 3 pairs of cards revealed. When a team answers correctly to the name or plot, the game comes to an end and the storytelling can start.			
2. Storytelling 1: Pictures in my mind	This time, the tale is going to be told only by listening to the teacher, the students do not have any pictures of the tale. Like in the previous storytelling, the story time will be done twice.	Written version of the tale. Vocabulary flashcards.	Individual Teacher - Student	15 minutes

	In this occasion, while listening to the teacher for the first time, students are going to play the game called *Pictures in their mind*. At certain moments during the storytelling, the teacher is going to ask the students to close their eyes. The teacher also asks them to imagine the scene as complete as possible, like if they were in the scene and they could see, smell, hear, touch and taste every part of the scene. The students will close their eyes and they have to imagine all of this. The students who want to participate, can describe the scene as they are watching it in the imagination. The teacher can ask about concrete characters, places or even about a concrete smell, for example. This activity will help students to keep practising the use of adjectives. It can be done a couple of times and the teacher can ask as many students as he/she wants because not everybody is going to see the scene in the same way.			
3. Storytelling 2: Chanting the tale.	Before starting the second storytelling, the teacher is going to copy a sentence in the blackboard. It is one of	Written version of the tale.	Teacher – Student Big group	15 minutes

	the most repeated sentences in the tale: *Rapunzel! Rapunzel! Let down your hair*. Other sentences that are in the tale and that are traditional from fairy tales (for example, *There once…* or *They lived long and happily*) can be included as well. This activity will start making students aware of the most frequent structures in fairy tales. The students memorise the sentence and when the teacher stops talking and looks at them, the students repeat the sentence as many times as the teacher wants. He/she can ask the students to do it but with the nose closed, only girl students chant, only boys… the teacher can vary this chant in many ways.	Chalk Blackboard Vocabulary flashcards.		
4. Post-storytelling: Comic it!	In the post storytelling activity, the students are going to do something similar to what they did after the storytelling of Cinderella. In this case, they are going to draw a comic with the key parts of the fairy tale. Before giving them the written version of the tale, the teacher asks the groups in how many parts is Cinderella divided. The students have a couple of	Fairy tale divided. Paper Pencil and rubber Paint	Small group Big group Teacher – Student	20 minutes

	minutes to talk and, when the time is over, the groups can answer. At the end they will realise that the fairy tale was divided in 3 parts as well. The teacher asks in how many parts is going to be Rapunzel divided. It is possible that students answer correctly by saying three parts. If a group may make a mistake, then the teacher can take note of it and other groups can explain why there are 3 parts. If there are not any group who can answer that question, then the teacher can ask the students to take a look at Cinderella fairy tale and check how many parts that tale has. After that, the teacher gives the tale divided. After that, each group will start drawing or sketching a one page comic about what they consider the 3 key parts of Rapunzel's story. In other words, the 3 parts that they think that are the most important for understanding the tale. If the teacher wants, before starting, the groups can talk to each other for getting ideas for the pictures and talking once more about the structure of the fairy tale			

	(questions about why three parts, comments on these 3 parts, etc.). This talk must be mediated by the teacher. When they have chosen the three main moments that they consider, they must draw it. If they do not finish, it does not matter, but at least they must have a sketch of each part. For example, a group can select these three moments: *Introduction*: Rapunzel in her tower *Climax*: Rapunzel meeting the prince. *Denouement*: Rapunzel marrying the prince.			
5. Logbook	The secretary of each group is going to copy on the logbook what they has done during the class. For doing that, the logbook has some questions that can help students to complete the page. At the end of the class, they are going to keep the materials that they have made in the logbook as well. This activity can be done while finishing the previous activity.	Logbook	Small Group	With the previous activity
Assessment:				

- *Objective 1:* the teacher will take notes about the answers or comments that children can make when they are asked about the parts of a tale. If all groups answer with the correct number of parts, the objective is fulfilled. The objective can be fulfilled as well if the students have made a mistake but, later, they have understood that the fairy tale has 3 parts, the objective is fulfilled as well.
- *Objective 2:* The second objective, will be checked through a short rubric (As seen in Appendix 3.2.1. Rapunzel: Oral description rubric) for checking the oral descriptions that students make about concrete scenes of the tale.
- *Objective 3:* The third objective will be checked through the comic, for checking it, the teacher will summarize each part in a series of points (As seen in Appendix 3.2.2. Plot Checklist), and he/she will check if the comic includes the majority of them or a part at least.
- *Objective 4:* This objective will be assessed with the logbook.

1.4. Lesson 4: Rapunzel Escaped!

<table>
<tr><td>Specific Objectives:
During this lesson, the students will be able to:
• Recognise past simple in questions and affirmative/negative sentences.
• Use past simple for talking about events that happened in the past.
• Use past simple for asking questions about the past.
• Explain what they have done at class.</td><td>Evaluation Criteria & Learning Standards:
Crit.ING.1.5.: Est.ING.1.5.2 and Est.ING.1.5.4
Crit.ING.1.7.: Est.ING.1.7.4.
Crit.ING.2.3.: Est.ING.2.3.2 and Est.ING.2.3.3.
Crit.ING.2.7.: Est.ING.2.7.3.
Crit.ING.2.8.: Est.ING.2.8.2 and Est.ING.2.8.3.
Crit.ING.3.5.: Est.ING.3.5.5.</td></tr>
<tr><td>Learning Outcomes:
• To use past simple tense in oral communication acts or written communication acts.
• To recognise the past simple when listening to it.
• To take part in conversations about the past.</td><td>Content:
Past simple: Questions, affirmative sentences and negative sentences.
Conversations.</td></tr>
<tr><td colspan="2">Key Competences: CCL, CMCT, CSC, CIEE, CAA</td></tr>
<tr><td colspan="2">Class Development (Activities)</td></tr>
</table>

Activity	Input	Materials	Interaction	Timing
1. I didn't propose!	This lesson is going to start by introducing at class a 1-minute clip from the TV series *Friends*. In this clip,	*Friends* clip Projector	Teacher – Student Big Group	10 minutes

	we can see Rachel, Ross and Joey talking about the past. In fact, this clip is good because it includes questions about the past, answers to those questions, past simple tense in affirmative and negative questions and shows a difference between regular and irregular verbs. The groups must be focused on the video because they are going to be asked about the grammar in the video. It is subtitled so it is easier to follow it. The teacher asks the students to take a look at the verbs and think why the verb is different from the tenses that they already know. The members of the group can talk to each other and take notes if they consider. The teacher, on the other hand, can write representative sentences from this video to make it even easier. When the video stops and the teacher considers that they have seen it enough times, it is time to talk. The groups, represented by the spokesperson, explain what are the things that are different from what they know. Other groups can be in favour or against these	Whiteboard Computer Paper Pencil	Small Group	

	comments. For avoiding non-respectful acts, the teacher must mediate in the dialogue. Students must conclude that the verbs are different because the verb ends in -ed or because they are using a different word.			
2. Rapunzel did it!	In the second activity, the children are provided with the fairy tale that they have listened to in the previous lesson, Rapunzel. The tale is divided in different parts and each group receives a part that is different from the rest. The teacher asks the students to look for expressions or words in the text that are similar to those that they have seen in the video. The students highlight those verbs' structures in the fairy tale. (For example, verbs with -ed ending, irregular verbs, did not/didn't, Did you…?) When they have finished, the students share once more their findings. While talking, the other groups and the teacher can decide if the highlighted words are somehow similar or share characteristics with the previously seen verbs. All groups must share their findings, and, in the end, they must decide if the verbs	Fairy tale divided by parts. Markers	Teacher – Student Small Group Big Group	20 minutes

	are talking about the present or the past (This can be introduced by the teacher through a question). In the end, the students will realize that the verbs are related to the past tense.			
3. How to do it?	Even if this activity is far from the CLT approach, it has been considered as necessary to save time when learning about the past simple. It requires time to know each rule only by practising with the language. The teachers offers a brief explanation on how to use the past simple and some structures. This explanation must be adapted to each class group. The points that the explanation should have are: • Past simple: Regular and Irregular • Past simple in negative and affirmative sentences. • Past simple in questions. • Examples. For this explanation, the teacher can use the media that he/she considers taking into account the level of their class. From my perspective a well-structured power	Media considered by the teacher. Printed copy of using past simple. Page with irregular verbs Example Power Point.	Teacher – Student Student - Teacher	15 minutes

	point can be useful for this part. This rules are printed and given to the students.			
4. The past is past	The teacher, after the explanation, can simulate that the class is over. By doing that, the teacher can tell the students what he/she did the previous day or the previous weekend. For example: -*Teacher:* Well, last Saturday I went to the cinema, and I saw the new Cruella movie. It was pretty good. Student A, what did you do on Saturday? - *Student A:* I went to the theme park with Student B and then we went for a meal with our parents. - *Student B:* We ate burgers with fries. After that, he/she can ask other student to talk about something that happened in their lives in the past (for example, during the weekend, during holidays, etc.). Other students can ask this student about concrete details of the experience that he/she has told. The speaking turn can pass from one student to another through questions as well. For example: -*Student C:* And where was the restaurant?	Oral activity	Student – Teacher Small Group	10 minutes

	-*Student B:* It was on the Main Street; I think that you were there some weeks ago. -*Student C:* I know that place! I ate there with my family. Student D, you were there too! -*Student D*: It is true. It was then when I got an… how do you say? 'Reacción alérgica'? Well, I didn't know about it. The idea is to create a conversation in the class similar to those that can take place at home or with their friends at the street. In that way, children can practice the English that they have seen in this lesson and put it into practice.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the printed version of the fairy tale with the highlighted words in the logbook. A difference between this logbook and the others is that in previous logbooks, students used present	Logbook	Small Group	5 minutes

	simple. From now on, they answer the logbook in past simple. This activity can be done while finishing the previous activity.			

Assessment:

- *Objective 1:* The first objective can be checked through direct observation during all the lesson, but specifically from the activity in which students have to highlight verbs in the written version of Rapunzel. The highlighted tale will be checked by the teacher by checking that the highlighted words are past tense verbs or not. The use of past simple can also be considered as a way of detecting the past time verbs.
- *Objective 2:* The second objective will be assessed by taking notes of the conversation that takes place in class. This conversation includes affirmative and negative sentences. The teacher can guide the observation of this activity through the use of an observation guide (As seen in Appendix 3.3.1. Observation Guide (Past Simple))
- *Objective 3:* The third objective will be assessed by taking notes of the conversation that takes place in class. This conversation includes questions about the past. The teacher can guide the observation of this activity through the use of an observation guide (As seen in Appendix 3.3.1. Observation Guide (Past Simple))
- *Objective 4:* The logbook can be checked as well for checking that students have used the past simple correctly. The logbook is going to be used for checking the last objective as well.

1.5. Lesson 5: Storytelling Snow White

<table>
<tr><td colspan="3">Specific Objectives:
During this lesson, the students will be able to:
• Predict what the fairy tale is about.
• Answer questions about the fairy tale by using the past simple tense.
• Order the events of the tale by listening to the story.
• Divide a fairy tale into 3 different parts with the help of the teacher.
• Explain what they have done at class.</td><td colspan="3">Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6.
Crit.ING.1.2.: Est.ING.1.2.5.
Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6.
Crit.ING.2.1.: Est.ING.2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.5.: Est.ING.2.5.2</td></tr>
<tr><td colspan="3">Learning Outcomes:
• To predict a plot based on clues.
• To use the past simple for answering questions
• To order events.</td><td colspan="3">Content:
Fairy tale: Snow White
Fairy tale parts.
Past simple</td></tr>
<tr><td colspan="6">Key Competences: CCL, CAA, CIEE and CD</td></tr>
<tr><td colspan="6">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td colspan="2">Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
</table>

1. Pre-storytelling: Props!	For introducing the fairy tale to the students, Snow White, the teacher brings to the classroom some props from the fairy tale. The objects that the teacher use are: • *A lace*: Representing the first attempt to kill Snow White, with a tight lace in her chest. • *A comb*: Representing the second attempt to kill Snow White, with a poisonous comb. • *A red apple*: Representing the third attempt to kill Snow White, by eating a poisonous apple. • *A box with a heart*: Representing the desire of the Evil Quen of killing Snow White. • *A mirror*: Representing the Magic Mirror. • *A glass box with a doll*: Simulating the glass coffin in where Snow White is sleeping. The teachers shows these objects one by one in front of all the groups and he/she asks to predict the plot of the fairy tale. Then, the groups can take it by turns for analysing these objects. The secretary of each group must take notes of what these objects are and, in the last place (when all the	A comb A lace A box with a heart A mirror A glass box with a doll inside (simulating the glass coffin) A red apple Paper Pencil or pen	Small Group Big Group Teacher – Student	10 minutes

	objects have been shown), students must decide what the fairy tale is going to be about. The members of the group must talk between them before writing and answering the question made by the teacher. In the end, all the students will share their written plots and they will keep them in the logbook. The objective is to predict the plot, not the name like in previous storytelling. If the students want to provide the title along with the plot that the group has written, of course they can do it, but it is not going to be the main point.			
2. Storytelling 1: What did happen?	This time, the tale is going to be told only by listening to the teacher, like happened with Rapunzel storytelling. Like in previous storytelling, the tale is told twice. During the first time, the teacher is going to tell the tale, and in certain moments, he/she is going to stop the story telling. The teacher will close the book and will ask some questions related to what happened in the story. These questions are going to be in the past,	Written version of the tale. Cards with tale's images. Vocabulary flashcards.	Individual Small Group Teacher - Student	15 minutes

	so children must answer with the past tense as well. The questions can be of the open-question type (For example, *what ordered the Evil Queen?*) or yes or no question type (for example, *Did Snow White eat the apple?*). Each time that the teacher asks questions about the tale, the teacher can make as many questions as he/she wants. Also, one question can be answered by different students.			
3. Storytelling 2: Order the events.	During the second time, the students are provided with different scenes from the fairy tale. These cards are not in the right order, so the groups must order them. This is going to be done by groups at the same time that the teacher is telling the story. When the teacher reads the part related to first image, the group has to pick the picture and place it in the first place. With the second image, it happens similarly, when the teacher reads the second paragraph related to the image, the students place it after the first image. And we keep doing the same during the rest of the storytelling. If the teacher wants to make it easier, the teacher can	Written version of the tale. Cards with tale's images. Vocabulary flashcards. Checklist	Individual Small Group Teacher - Student	15 minutes

	read the part and be silent for a couple of seconds. In that way, the students can pick the card. Also, if the children consider it necessary, the teacher can repeat a part related to the image. When the storytelling comes to an end, all groups will check the order by maintaining a conversation all together. The first group tells the order that they have decided. (For example: *We think that the first image is the Queen talking to the mirror because at the beginning she asks who is the fairest of them all.*). It is probable that the next group has not the same order, so they explain how their order is (For example: *Our order is different because we think that the Queen talking to the mirror goes after Snow White escaping through the forest. For us, the first image is Snow White escaping through the forest.*). The next groups do the same, explaining their order and saying why it is different or similar. (For example: *Our structure is similar a la del group 1 because… how can I say it? Because… the first picture… the queen… is the first. I*			

	mean, the queen and the mirror is the first picture. That's it, is similar because we have the queen and the mirror in first too"). All the groups went through this process. At the end, a checklist can be given to the groups for checking the order. The conversation is mediated by the teacher.			
4. Post-storytelling: Each part with its title.	For the last activity, the students divide the tale into 3 parts. First of all, the teacher gives them a written version of the tale, this time it is not divided. The teacher asks how many parts a fairy tale has. Students will be able to answer three as they have seen it in previous lessons. The teacher explains at this moment that the fairy tale has three parts that are: • *Introduction*: Presenting the characters • *Climax*: When the problem appears • *Denouement*: When the problem is solved The teacher provides a printed version of these parts and a brief explanation of each part. The teacher asks each group to read the text and make the division as they consider. The members of the	Written version of the tale. Pencil or pen (Two different colours) Printed version of the parts of a tale.	Small group Big group Teacher – Student	20 minutes

	group should talk between them before dividing the text on the paper. They can mark this division as they want but it must be clear for everybody. When they have finished with the division, the spokesperson of each group is going to explain the division and why did they divide the tale in that way. It is possible that different groups have different divisions. Due to this fact, the teacher aims the students to create a division all together. The spokesperson of each group compiled the opinions of his/her group and tell those opinions to the rest of the class. The groups can agree or not. For example, the first group can say: *We think that the introduction ends when Snow White meets the dwarves, because they are the last characters that are presented.* But other group can have a different opinion: *We think that the introduction ends when… how can I say it? when Snow White escapes from the… the… 'cazator' (The teacher corrects and explains that cazador is huntsman)well, when she escapes from the huntsman.*			

	It is the problem… Snow White… the Queen, she wants to kill her. I mean the Queen wants to kill Snow White). At the end, after they express all the ideas of the introduction, maybe the spokespeople reach an agreement like the following one: - *Spokesperson A:* I think that the introduction ends before Snow White meets the dwarves. - *Spokesperson C:* But they are characters too! They need to be presented. - *Spokesperson B:* But the problem appears in the climax according to this paper (shows the list with a tale's part and the explanation). The problem is the Queen, you know… killing Snow White and so on. The huntsman is the first ¿intento? I agree with Spokesperson A. - *Spokesperson D:* And the small people are part of the solution, we think. They protect the princess. -*Spokesperson E:* We think that the introduction also ends in that moment, as Spokesperson A says.			

	-*Spokesperson C (After talking to his/her group):* If you think that it is the order, then we can adapt to it. This type of talking is done with the different parts of the fairy tale. If the teacher notices that students are not reaching an agreement, he/she can introduce some ideas or the criteria that she would follow for doing the division. (The printed version of the parts of a fairy tale can be helpful when helping the students to divide the fairy tale in 3 parts). At the end, the students will reach an agreement and they will stablish the different parts of the tale. After that, each group is going to write a title for each part of the fairy tale. For example: • *Introduction*: Knowing Snow White • *Climax*: Oh, no! She ate the apple! • *Denouement*: The Evil Queen is punished. Before ending the lesson, the teacher asks the students if they have noticed some similarities between the fairy tales that they have read. (What happened to			

	Snow White at the end of the tale? Did Rapunzel or Cinderella have a similar ending?) It is probable that students have noticed that the denouements are similar as all the princess got married at the end of the tales.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the fairy tale with the division, the images in order, the written plot and other notes that maybe they have taken in the logbook as well. From now, the students are able to write the logbook in present simple or past simple. The questions even if they are in present simple are a guide for writing. This activity can be done while finishing the previous activity.	Logbook	Small Group	With the previous activity

Assessment:

- *Objective 1:* For assessing the first objective, we are going to use the predictions that they have made at the beginning of the lesson. We are going to check whether they try to predict or not, and we can correct some grammar for providing feedback. To consider that the objective has been fulfilled, the students have to guess the plot based on the objects that they have seen at the beginning of the lesson.
- *Objective 2:* The second objective will be assessed through taking notes of the use of the past simple in the answers that students have provided. This notes can be taken on an observation guide (As seen in Appendix 3.4.1. Observation Guide) The teacher can say if the answers are correct or not at the same time that story is being told because they are oral questions.
- *Objective 3:* The students will keep the cards in the order that they established before and after correcting the activity in class. If the cards are in order when being checked, the objective is fulfilled, if they are not, the objective has not been fulfilled.
- *Objective 4:* The last objective will be assessed at the same time that students present their division. The teacher will check if the students are capable of explaining (even if they need to use Spanish) why the story is divided in that way and the criteria that they have followed for doing the division.
- *Objective 5:* This objective will be assessed through the logbook.

1.6. Lesson 6: Fairy Tales

<table>
<tr><td colspan="3">Specific Objectives:
During this lesson, the students will be able to:
• Differentiate the three parts of a fairy tale (introduction, climax and denouement).
• Extract information from a written text (fairy tales and websites).
• Make a brainstorming as the prewriting step in the process of writing the story.
• Explain what they have done at class.</td><td colspan="3">Evaluation Criteria & Learning Standards:
Crit.ING.2.1.: Est.ING.2.1.2. and 2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.4.: Est.ING.2.4.1 and Est.ING.2.4.3.
Crit.ING.2.8.: Est.ING.2.8.2
Crit.ING.3.1.: Est.ING.3.1.3. and Est.ING.3.1.5.
Crit.ING.3.2.: Est.ING.3.2.5</td></tr>
<tr><td colspan="3">Learning Outcomes:
• To divide and recognise the three main parts of a fairy tale.
• To look for concrete information from a written source.
• To plan a strategy before writing an essay (or a denouement in this case)</td><td colspan="3">Content:
Fairy tales: Parts of a fairy tale
Writing as a process: Pre-writing</td></tr>
<tr><td colspan="6">Key Competences: CAA, CIEE, CDD and CLL</td></tr>
<tr><td colspan="6">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td>Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
</table>

1. What I already know	At the beginning of the lesson, the students need to bring back all the materials that they have prepared at the end of each storytelling. They must place them on the desk, and they have a couple of minutes to watch them carefully. The teacher asks them about the parts of a fairy tale and what happens in each part. (For example, *What is the ending of Cinderella?)* We ask them to take another look at their material, concretely at the endings, we ask them if they can find similarities. For example, *What is the end of Snow White? And the end of Cinderella? Are they similar?* The groups will realize that all endings are the same, they end with a wedding. The teacher explain that these endings are very common in traditional fairy tales and, for changing it, each group is going to rewrite a fairy tale's denouement. If the students can reach an agreement without the help of the teacher, it is better.	Logbook Cinderella's Pictures Rapunzel's Comic Snow White's titles. Sheet writing process steps.	Teacher – Student Big Group	10 minutes

	The teacher explains that writing a tale's ending is not that easy and they must follow a few steps. These steps must be explained before continuing: • *Prewriting*: Research about your writing and a summary of their ideas. • *Drafting*: Writing a first version of the tale. • *Revising*: In this case, made by the teacher for providing students with feedback. • *Editing*: The final version of the writing. In this class, they are going to take the first step, pre-writing. This information about the steps of writing as a process are given as a printed copy.			
2. A research	The teacher provides students with a sheet in which they can find some questions to guide their online research. In this step, the results from the research are going to be compiled in a brainstorming (we can give students as well a piece of paper with a DINA3 size). In the centre of this brainstorming, they are going to write the following question: *How can we change fairy tales for making them inclusive?*	Computer DIN A 3 Paper Pen or pencil Sheet with advisable websites and questions	Small Group Big Group Teacher - Student	30 minutes

	They can look for fairy tales that have similar endings, fairy tales with different endings. They can also try to answer the questions provided in the question sheet. Even they can think about different solutions for a same problem. Everything that can help them to change a fairy tale denouement. If the teacher considers it necessary, he/she can provide students with a series of websites (for example, World of Tales or Fairy Talez) that maybe are useful for them. Also the teacher must be aware of the websites that children are visiting and avoid spam websites or with dangerous content. At the end of this research, the students are going to share their results with the rest of the class. The spokesperson can explain the brainstorming of his/her groups and other classmates can ask questions or even provide more information. The objective of sharing the information is students to get more ideas and to think about elements that maybe they have not considered.			

	For finishing, the teacher can ask the students if they consider that the wedding is always the best option for solving those problems. Teacher must be conscious that this question can create a debate in class. It is up to the teacher to take this debate or not.			
3. Choosing ideas	At this moment, students have compiled lots of ideas and maybe they cannot be written in the same tale ending. Now that they have a major part of the ideas compiled in the brainstorming, students by talk for choosing those ideas that can be part of their ending rewriting. Maybe some doubts can appear related to the ideas that they have written on the brainstorming, and these doubts can be solved by the teacher. For example by asking to the teacher if including a character with pink hair can be considered as diversity. The teacher can answer these questions for making the ideas' selection more easily. What cannot be done by the teacher is to choose the ideas for the rewriting of a group.	Brainstorming Paper Pencil or pen	Small group Teacher - Student	15 minutes

	Each group must talk between them and decide the best strategy for writing their tale. The teacher must say that during the following lessons, students are going to see different ways of including diversity in fairy tales. So the ideas that they choose, can be opened to be changed if they want. This also means that children are not going to finish this activity at the classroom. This activity will be finished at home or at a library because all groups should meet before Lesson 10 and take a final decision about the ideas that they are going to include in the tale's denouement.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the brainstorming other materials that maybe they have taken in the logbook as well.	Logbook	Small Group	5 minutes
Assessment:				

- *Objective 1:* To establish that objective 1 has been reached, we can check that there is an advanced from the first lessons to this one. If students in this lesson are able to take information only from the ending of a tale, then it means that he knows the structure of a tale.
- *Objective 2:* We can consider that children have achieved this objective if they have copied only the most important information from a website. As the children need to copy these ideas from Internet before talking to each other, the teacher asks to place these papers on the logbook for being checked.
- *Objective 3*: It starts in this lesson and, even if the teacher can check the brainstorming at the end of the class, it is recommendable to check it once more at the beginning of lesson 10 to see the students' development.
- *Objective 4:* The last objective, as always, will be checked by using the logbook.

1.7. Lesson 7: Storytelling Sleeping Beauty

<table>
<tr><td colspan="3">Specific Objectives:
During this lesson, the students will be able to:
• Explain the plot of a fairy tale that they already know.
• Describe and compare the differences between two characters.
• Explain why they prefer a character.
• Give an opinion around a certain issue (Gender roles in this case).
• Explain what they have done at class.</td><td colspan="3">Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6.
Crit.ING.1.2.: Est.ING.1.2.5.
Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6.
Crit.ING.2.1.: Est.ING.2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.5.: Est.ING.2.5.2</td></tr>
<tr><td colspan="3">Learning Outcomes:
• To compare two characters.
• To give an opinion based on what students know about a story.
• To explain the plot of a story.</td><td colspan="3">Content:
Fairy tales: Sleeping Beauty.
Gender roles</td></tr>
<tr><td colspan="6">Key Competences: CCL, CAA, CIEE and CD</td></tr>
<tr><td colspan="6">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td colspan="2">Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
<tr><td>1. Pre-storytelling: What is the tale about?</td><td colspan="2">Sleeping Beauty is a really famous tale, so it is very probable that students know about it. The Walt Disney company made famous this fairy tale, so it is probable</td><td>Paper
Pencil</td><td>Small Group
Big Group
Teacher – Student</td><td>10 minutes</td></tr>
</table>

	that students know about that version. In this case, the teacher is going to read the Grimm's version of this fairy tale. After showing a picture from the Disney's Version, each group have some time to discuss privately about the tale's plot. It is possible that some students do not know about the tale, and through this previous conversation, they can learn about it. Each group take notes about what Sleeping Beauty is about. Once they have discussed about the tale, each group, represented by the spokesperson tells the rest of the class the summary that his/her group has made. The rest of the groups can add elements that maybe are not in the summary or can talk about the elements that they consider that are wrong from those summaries. The teacher also can ask about concrete elements to know if the groups have introduced them.	Walt Disney's image from Sleeping Beauty.		
2. Storytelling: Enjoying the fairy tale.	Students are going to listen to the storytelling twice. In this case, students can follow the story with the use of some cards (images) that represent different	Written version of the tale. Fairy tale cards.	Individual Teacher - Student	20 minutes

	moments of the fairy tale. If while the storytelling the students have any doubt related to the grammar or vocabulary that appear on the story (for example, they do not know the meaning of the word *spindle*), the teacher solve these doubts with vocabulary flashcards or directly answering the questions asked by the student.	Vocabulary flashcards		
3. Post-storytelling: Prince and Princess	After listening to the story, the teacher is going to give the students a written version of the fairy tale. According to that description and the impressions that students have about the characters, each student writes a description of the main characters (The Princess and the Prince) as complete as possible. It should include a physical and a psychological description of the character. The student must include how the character is using both, their imagination and the fairy tale. They should tell if the prince is strong, if the princess is lazy… all the information that can make a representation of a person. It is also an	Paper Pencil or pen	Small group Big group Teacher - Student	25 minutes

	opportunity to work once more with the adjectives that they already learnt in the second lesson. When they have finished, they share information with other members of the group. Each student explains why they have done a description in a concrete way (for example, a student explains that he has described the princess as a lazy person because she is asleep during a major part of the story). Other students can agree or not by explaining their description as well (for example, a student can say that she has not described the princess as lazy because she is cursed. But she has described the princess as silly because she does nothing for avoiding the curse.). Through this conversation, it is possible that students change their minds about some characteristics of the characters, so they are able to change it in their written description. (For example, the student may change the lazy characteristic for the silly characteristic). The teachers asks the students if the princess is lazy and not very active, and the prince is brave, different			

	form the princess. The students can explain at this moment their descriptions, to see if they are similar to what the teacher said or different from that. If we follow the tale, it is probable that students will say that the princess is a passive character who cannot defend herself. After sharing these descriptions, the teacher asks some questions: *What is your favourite character? Why?* (for example, a student explains: My favourite character is the Prince because he is strong) *Are real girls like Aurora? Or Are the boys like the Prince?* The answers to these questions will make students realize that the princess (the woman) is described as a passive character who needs the help of a man for doing things like breaking a curse or saving her kingdom. Students will realize as well that the prince (the man) is the only person who can save the princess. In fact, while talking, the teacher can introduce more questions to make students realize that women and men are not like in fairy tales (for example, by asking *Can you see men*			

	being rescued by women in real life? or *Do women need men for solving their problems?*). The answer to these questions are related to the gender roles and the perspective or point of view that children have towards this issue. Students will realize that women and men are not as represented in fairy tales. The teacher can end the lesson by saying that changing the roles of these characters is also a way of including diversity in fairy tales.			
4. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the brainstorming other materials that maybe they have taken in the logbook as well.	Logbook	Small Group	5 minutes
Assessment: • *Objective 1:* For checking that the first objective has been reached, the teacher can take notes about the explanation that the students will provide. If it is necessary, the teacher asks for a written version of the explanation for correcting it later. The teacher will use a short checklist based on the fairy tale (As seen in Appendix 3.5.2. Checklist Fairy tale Sleeping Beauty (Plot)				

- *Objective 2:* It is going to be checked by reading the descriptions that they have done, using a checklist for doing it (As seen in Appendix 3.5.3. Checklist Description) and the intervention in the discussion.
- *Objective 3:* It is going to be checked by reading the descriptions that they have done and the intervention in the discussion. The teacher must take notes of this last activity.
- *Objective 4:* It is going to be checked through by the direct observation of the discussion. For doing that, the teacher can use an observation guide (as seen in Appendix 3.5.1. Observation Guide).
- *Objective 5:* This objective will be checked as always through the logbook.

1.8. Lesson 8: I wasn't planning this lesson.

<table>
<tr><td>Specific Objectives:
During this lesson, the students will be able to:
• Recognise past continuous in questions and affirmative/negative sentences.
• Use past simple and past continuous for talking about events that happened in the past.
• Use past continuous for asking questions about the past.
• Explain what they have done at class.</td><td colspan="4">Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.7
Crit.ING.1.2.: Est.ING.1.2.7.
Crit.ING.1.5.: Est.ING.1.5.6
Crit.ING.1.7.: Est.ING.1.7.5.
Crit.ING.2.1.: Est.ING.2.1.3.
Crit.ING.2.4.: Est.ING.2.4.1. y Est.ING.2.4.2.
Crit.ING.2.8.: Est.ING.2.8.2</td></tr>
<tr><td>Learning Outcomes:
• To use past simple tense in oral communication acts or written communication acts.
• To recognise the past simple when listening to it.
• To describe a situation using past simple and continuous about the past.</td><td colspan="4">Content:
Past continuous
Description</td></tr>
<tr><td colspan="5">Key Competences: CCL, CAA, CIEE and CD</td></tr>
<tr><td colspan="5">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td>Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
</table>

1. From grammar to music	The first activity of this lesson is the analysis of a musical video. I have selected a video which includes different parts of songs (not the complete songs) that use the past continuous tense (Affirmative and negative form). The teacher will project this video in the classroom a couple of times. The first time we are not going to tell the students anything, they only have to listen to it only. The second time, we are going to ask them to look at the lyrics of the song. Each group must take notes of the sentences that appear in the subtitles of the video. They must look for the most repeated structures (for example, *I was working…, were you playing…?*), as they did in Lesson 4. The teacher can copy on the blackboard some sentences for making easier the search of these differences or similarities. When we have listened to it the second time, the groups, represented by the spokesperson, will explain what they find in these songs and why they think that are similar or not.	Musical video Pencil/Pen and paper. Computer Projector	Teacher – Student Small Group Big Gorup	15 minutes.

	At the end of this first activity, the students will see that the structure of this time tense is was/were + the verb ending with -ing.			
2. Sleeping Beauty was sleeping.	During this activity, the students are going to check this structure in the fairy tale that they listened to in the previous lesson, Sleeping Beauty. Each group is going to receive a part of the fairy tale, different for each group. The teacher will ask each group to look for the previous structure. (Was/Were + verb -ing) The students have some time for looking for these structures in the fairy tale and highlight with markers those structures that are similar to the ones that they have seen in the previous activity, in the video. At the end of this activity, the groups will talk for sharing the structures (previously mentioned) that they have found in the fairy tale. The teacher will ask them if the tense is talking about the present or the past. As they have seen irregular verbs in previous lessons and the verb to be appears in past, it is probable that	Written version of the tale. Markers	Small Group Big Group Teacher – Student	15 minutes

	students know that this time tense is also related to the past. After that, the teacher will explain some details about this new tense that students have discovered.			
3. Explanation	Even if this activity is a bit far from the CLT approach, it has been considered as necessary to save time when learning about the past continuous. It requires time to know each rule only by practising with the language. The teachers offers a brief explanation on how to use the past continuous and its structures. This explanation must be adapted to each class group. The points that the explanation should have are: • When can we use this time tense? Differences with past simple. (Use of while and when) • Past continuous: Negative and Affirmative sentences • Past continuous for asking questions. • Examples. For this explanation, the teacher can use the media that he considers the best taking into account the diversity	Example Power Point Sheet with rules	Teacher – Student	10 minutes

	of the class. From my point of view, the best option is to use a Power Point which includes the points previously mentioned for explaining the grammar. They will also receive a printed version of these rules.			
4. Funny videos and past continuous	For this last activity, students will describe a short video from the internet using the past simple and the past continuous. In the previous activity they have been taught how to use this tense in comparison with the past simple. The video can be found on the internet, and they show some short clips of falls and small accidents that can be considered as funny videos. The teacher can do the first one as an example and then the students can use their knowledge to describe these situations. If it is necessary, the teacher can select only a few of them to reduce the timing. The structure that must be used by students is like: *She was carrying some food when she felt on her knees*. This activity allows students to practice past continuous and also past simple.	You Tube video Computer Projector	Teacher – Student Small Group/Individual	15 minutes

	This activity can be done individually or by groups. In the first case, the teacher shows a part of the video and asks to describe what happens in the video. Students have some minutes to think about it and when they feel ready, they can raise their hands. The sentences will be like this: *She was walking when she felt on their knees*, or *He was driving when he kicked a tree with the car*. The teacher asks as many people as he/she wants because not all students are going to do the same description. If doing the activity by groups, the procedure is similar as individually. The teacher shows a part of the video and stops it. The students have a couple of minutes to talk and, when they feel ready, the spokesperson raises his/her hand. As there are only 5 groups, then the teacher can ask for the 5 descriptions. After that, by pairs, students are going to make questions that should be asked with the past continuous. These questions are random and should be invented by the students at that moment. The teacher			

	can walk around the class and take notes about how the students are doing the questions.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the brainstorming other materials that maybe they have taken in the logbook as well.	Logbook	Small Group	5 minutes

Assessment:

- *Objective 1:* For checking that the first objective has been reached, the teacher is going to check the text that each group has highlighted. If the words or expressions that they highlighted are in the past continuous tense, then, the teacher can consider that they know how to recognize these verbs.
- *Objective 2:* The second and the third objectives, as a major part of the lesson is done orally, is going to be checked by direct observation and the notes that he take about the answers given by the students. The teacher can take notes about representative answers, those who can be used for making students improve. According to these notes, he can provide some feedback for improving in the use of past continuous tense. If necessary, he can use an observation guide (as seen in Appendix 3.6.1. Observation Guide).
- *Objective 3:* According to the assessment of *Objective 2*
- *Objective 4:* The last objective, as always, will be checked by using the logbook.

1.9. Lesson 9: Storytelling Prince and Knight

<table>
<tr><td>Specific Objectives:
During this lesson, the students will be able to:
• Predict the role of each character in the story.
• Give their opinion about an issue (Opinion about the story)
• Take part in a debate, respecting the rules about intervention.
• Explain what they have done at class.</td><td colspan="4">Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6.
Crit.ING.1.2.: Est.ING.1.2.5.
Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6.
Crit.ING.2.1.: Est.ING.2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.5.: Est.ING.2.5.2</td></tr>
<tr><td>Learning Outcomes:
• To debate while being respectful and tolerant with different ideas.
• To predict the content of a fairy tale, based on pictures or images.
• To give an opinion about the story while being respectful.</td><td colspan="4">Content:
Fairy tales: Prince and Knight.
LGBT diversity</td></tr>
<tr><td colspan="5">Key Competences: CCL, CAA, CIEE and CD</td></tr>
<tr><td colspan="5">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td>Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
<tr><td>1. Pre-storytelling: The Royal Portraits</td><td>Before starting with the storytelling, the teacher is going to hang some portraits of the characters in the</td><td>Portraits
Name cards</td><td>Teacher – Student
Big Group</td><td>15 minutes</td></tr>
</table>

	blackboard (we can see the King, the Queen, the Prince, the Knight, the Princess and the Dragon). The students are not provided with the title of the fairy tale, as it gives many clues about what the fairy tale is about. The groups are provided with some cards with the names of the characters, each group has its own colour. The teacher asks them to relate the names in the cards with the portraits and, after that, to predict what the role of each character is going to be. The groups must talk for a couple of minutes before presenting their ideas. It is necessary that students summarise their ideas about the roles on a piece of paper. When they have finished, the spokesperson of each group is going to place a name under the portrait and then, the spokesperson is going to explain the role of that character in the fairy tale, according to what they have talked in the group. The spokesperson is going to do the same with all the characters. This time, groups	Paper Pen or Pencil	Small Group	

	are not going to talk between them because their impressions about the roles will be corrected			
2. Storytelling: Prince and Knight	The teacher can start with the storytelling. Like in previous lessons, it is going to be repeated twice. The only difference is that students have only one activity. While listening to the story, they must take notes to check if the first impression was similar to the impression after knowing the story. For making it easier, they can check these impressions in a question sheet. During the storytelling, the teacher is going to show the pictures of the book, so it is easier for the students to follow the storytelling. The secretary of each group can start taking notes from the first storytelling, and the other members of the group can provide with ideas and impressions as well, while listening. The objective is for students to check if their impressions were true or not because, maybe, they are influenced by the classic fairy tales that they already knew.	Written version of the fairy tale. Vocabulary flashcards Question sheet.	Teacher – Student Small Group Big Group	20 minutes

	At the end of the storytelling, the teacher asks the students about their impressions after listening to the story. The groups will share their answers about the first impressions and the impressions after the storytelling. The spokesperson will raise their hand and will tell some differences between their believing at the beginning and after the storytelling.			
3. Post-storytelling 1: These are a few of my favourite characters.	After the storytelling, each student is going to choose his or her favourite character. They can have a couple of minutes to recall the story and to select the character that he or she thinks that is the best. The opinion of the students must be based on some detail from the story. For example, a student can say: *My favourite character is the King because he worries a lot about his son*. If the opinion has no justification, then it is not valid. It can be possible, and it is acceptable that a student says that he or she has not got a favourite character. In that case, like in the previous case, it is needed a justification for that.	Oral activity: No material	Teacher – Student Small Group Big Group	10 minutes

	When they have chosen their favourite character, the students inside a group can talk about it. The members of the group can explain to each other why they select a character and, if a student change his/her mind about it, the student can change the favourite character. When they have finished, the spokesperson of the group shares with the rest of the groups who is the most repeated character in the group (or if there is a tie between some characters or even if they do not agree about their favourite character).			
4. Post-storytelling 2: Debate	For finishing the lesson, the students are going to have a small debate by groups about their favourite moments and characters. For doing that, the students will be provided with a sheet with some rules about debates. The teacher is going to mediate in this debate. In this case, the main representation of the group is the spokesperson but if a student want to add something, the student can raise his/her hand and add something. This debate will start, as we have seen, with ideas about favourite moments and characters. LGBT	Sheet with debate's rules	Teacher – student Big Group	15 minutes

	diversity will come naturally in the conversation as it is part of the story that they have listened to. It is very probable that students start debating about the homosexual characters or the position of the Queen and King related to their son's sexuality. In that sense, the teacher must be aware and foster tolerance and respect, by offering them some vocabulary that is inclusive and respectful (this vocabulary will be given in a hard copy in the following lesson). If these topics do not appear, the teacher can introduce some questions to guide the debate to the reality of the prince and the knight. For example: *What do you think about the end of the story?* In the end, it is necessary because the debate can work as an introduction for the following lesson.			

5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the materials that they have created in the logbook as well.	Logbook	Small Group	With the previous activity

Assessment:

- *Objective 1:* For considering that the first objective (about the characters and their roles) is accomplished, the teacher can check the paper with the first impressions and the roles after listening to the tale. If the students make an effort for thinking about a role, and then they have been aware of the real role of each character, then the teacher can consider that students have fulfilled this objective.
- *Objective 2:* It is going to be checked through a checklist (3.7.1. Prince and Knight: Debate Checklist) which is based upon the rules given to the students for doing a respectful debate.
- *Objective 3:* The criteria of this objective is included in the checklist from *Objective 2*.
- *Objective 4:* The last objective, as always, will be checked by using the logbook.

1.10. Lesson 10: Knights can rescue princes.

Specific Objectives:	**Evaluation Criteria & Learning Standards:**
During this lesson, the students will be able to: • Acquire the concepts homosexual, heterosexual and bisexual. • Make differences between traditional fairy tales and modern fairy tales. • Make a draft as the drafting is a step in the process of writing the story. • Explain what they have done at class.	Crit.ING.2.1.: Est.ING.2.1.2 and Est.ING.2.1.3 Crit.ING.2.2.: Est.ING.2.2.1 Crit.ING.2.3.: Est.ING.2.3.2. Crit.ING.4.1.: Est.ING.4.1.2 Crit.ING.4.2.: Est.ING.4.2.2. Crit.ING.4.3.: Est.ING.4.3.2. Crit.ING.4.7.: Est.ING.4.7.2.
Learning Outcomes: • To relate LGBT diversity as part of society's diversity • To differentiate a traditional fairy tale from a modern fairy tale. • To draft an essay before writing the final version of the essay. (Fairy tale's denouement in this case).	**Content:** LGBT Diversity Traditional and Moder fairy tales Writing as a process: Drafting
Key Competences: CIEE, CD, CCL, CAA and CSC	

Class Development (Activities)

Activity	Input	Materials	Interaction	Timing
1. Brainstorming Presentation	Between lesson 6 and this lesson 10, the students have been provided with some time outside the classroom	Brainstorming prepared by students.	Teacher – Student Small Group	10 minutes

	for completing the brainstorming (Pre-writing step) with more ideas for including diversity in a fairy tale ending. During the previous lessons, they have been provided with more examples of characters who break with roles genders or that are from the LGBT community. They also have reflected about these issues and these opinions or ideas have been included in the brainstorming as well. Nevertheless, if students have not finished it or they want to take a look before presenting it to the rest of the class, they can do it. They can add some details or change those things that maybe do not convince them. After they have revised this brainstorming, the spokesperson of each group is going to explain to the rest the ideas or the elements that they have considered that can make a fairy tale more inclusive. Multiple options are possible, for example: *The prince and the princess do not get married; The prince and the princess become friends; The princess falls in love with another princess; The prince falls in love with*	Pencil or pen	Big Group	

	another prince; The princess rescues the prince… These answers or ideas come from the research that they made on Lesson 6 and from the conversations and reflections that students made during the previous lessons. While other groups are presenting, students can ask questions by raising their hands and waiting for the right to talk. The groups, if they consider, can include some ideas that maybe they have not included. The objective is to provide students with as many options as possible.			
2. Different Fairy tales	When the presentations are over, the teacher is going to ask the students to compare the tale that they have read in the previous lesson and the fairy tales that they read at the beginning of the unit. If it is necessary, the teacher can give a concrete example for comparing the tales. For example, to compare *Prince and Knight* with *Cinderella*. The teacher names these two tales and says that both are different but also, they can be similar. The teacher explains a concrete difference	Fairy tales for comparing them. Sheet with inclusive language. Paper Pencil or pen	Teacher – Student Small Group Big Group	25 minutes

	between both tales, for example, that the prince is rescued by a knight. Also the teacher can explain a similarity between them, for example, that both fairy tales end with a wedding. Then, the groups are provided with some minutes to find some differences that are between these two fairy tales. It is possible that students do not only find differences between the characters but also between the plots. All differences are welcomed even if later the focus is going to change. If students feel more comfortable, they can take notes about the differences. If they do not find differences or similarities, the teacher asks questions to guide the search of similarities and differences. For example, a question can be: *What happens before the wedding of the Prince and the Knight that does not happen before Cinderella wedding?* or *Cinderella and the Prince are a man and a woman, are the characters like this in Prince and Knight?* When they have compiled a few differences, the spokesperson of each group can start telling the			

	differences that they have found. Other groups can talk as well by providing more differences or to ask why they consider that it is a difference. Maybe a group can say that the wedding is different, and another group asks why it is different. It is possible and it is accepted as make students to think more about fairy tales. It is sure that one of the main differences that the groups can find is that the main protagonists of both fairy tales are different and also the relationship between them. When the sharing time is over, the teacher can place the focus on the character. The teacher can ask if being in love with a person with the same sex is fantasy or it can happen in real life. It can be possible that some students think that it is just fantasy and the rest of the students, and the teacher can make it clear that it can happen. For doing that, the teacher can ask about famous people who are homosexual or maybe bisexual. It is probable that students know about it as many people known by them like JoJo Siwa (dancer)			

	or Lili Reinhart (actress) are from the LGBT community. Before ending this activity, it is important that teacher provides students with easy definitions of the terms homosexual, heterosexual and bisexual, so students do not use pejorative terms. During all the lesson (and the Unit) it is important that the teacher fosters tolerance and respect between students according to this issue. The teacher must stop any comment that can be offensive and provide students with the correct terms for avoiding uncomfortable situations in the future. As it has been mentioned in the previous lesson, in this activity, the teacher provides students with a sheet containing inclusive language.			
3. Drafting!	In the last part of this lesson, the students are going to do the last modifications to their brainstorm, and they are going to decide if they change the main ideas that they have for the fairy tale or not. It is probable that after this lesson, students want to change the plot and it is going to be accepted because writing is not a close	Brainstorming prepared by students. Paper. Pencil.	Teacher – Student Small Group	25 minutes

	activity. Writings can be change at any moment if the writers do not like what they have done. At the beginning of the activity, the teacher explains the second step of writing as a process, drafting. The teacher must be clear and explain that a draft is not a final version, but it includes the ideas structured, in this case, like a fairy tale. For that reason, the teacher can solve doubts and provide orally with some vocabulary from fairy tales and some structures that is very common. For the draft, the teacher explains that in the draft of a story (in this case, the ending), they need to take the ideas that they have chosen from the brainstorming and organise them in the order that they have decided. For example, a group may have decided that Cinderella falls in love with the sister of the Prince. The students must organise the events from the first scene (Cinderella meeting the sister) to the end (Cinderella living with the sister in a cottage). The descriptions of the characters are included as well, so			

	they have the proper image of each character. The students try to write it as in a fairy tale, with mistakes and errors that will be identified by the teacher in the following step, the revision step. This revision step will be done by the teacher for providing a better feedback and because the mistakes and errors can be seen better by a person who has not written the text. The teacher will use a checklist for it. It is probable that students do not finish at this moment. For that reason, before lesson 14, students must complete the draft and be given to the teacher for the revision step. They can finish at home or in the library by groups. In lesson 14, the teacher will give the feedback for doing the final version.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the brainstorming, the	Logbook	Small Group	While finishing the previous step

	draft and other materials that maybe they have taken in the logbook as well.			

Assessment:

- *Objective 1:* For checking the first objective, about the sexual orientations, the teacher is going to take into consideration the brainstorming that students made, as it is probable that students have included similar terms or ideas on it after editing it.
- *Objective 2:* For checking the second objective, the teacher can be based on the answers provided by the students. If a group is able to find at least one difference (orally or written) between two fairy tales, then the teacher can assume that they know how to differentiate these tales.
- *Objective 3:* The third objective will be checked when the students give the draft to the teacher. If they have done a version of the tale with the ideas in order and which contains the main points of the ending's plot. Also is accepted a written version of the tale that, even if have any mistake, can be used for understanding the changes that they have done then the teacher can consider that the students know how to draft a writing. If he teacher cannot see any diversity change in the tale, then the teacher can ask for a revision of the fairy tale with the students.
- *Objective 4:* The last objective, as always, will be checked by using the logbook.

1.11. Lesson 11: Storytelling Princess Li

Specific Objectives: • Describe a picture related to the story. • Predict what is going to happen in the fairy tale. • Write a summary based on the fairy tale that they have listened to. • Explain what they have done at class.	**Evaluation Criteria & Learning Standards:** Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6. Crit.ING.1.2.: Est.ING.1.2.5. Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6. Crit.ING.2.1.: Est.ING.2.1.3. Crit.ING.2.2.: Est.ING.2.2.1 Crit.ING.2.5.: Est.ING.2.5.2
Learning Outcomes: • To summarize the main points of a story. • To predict the content of a fairy tale, based on selected images. • To describe a picture by using adjectives	**Content:** Fairy tales: Princess Li. LGBT diversity
Key Competences: CCL, CAA, CIEE and CD	

Class Development (Activities)

Activity	Input	Materials	Interaction	Timing
1. Pre-storytelling: Who is Princess Li?	For starting this lesson, the teacher is going to select some images from the book. Some images can represent places, characters or maybe objects and situations. The students are assigned with a picture, so	Images from the tale.	Teacher – Student Big Group Small Group	15 minutes

	they can analyse it and make comments if it is necessary. At the end, the students must describe the picture in front of their classmates and be able to provide a possible plot for the story (predicting the plot). When the time is over, the spokesperson of the group presents the picture and describes it. If that person forgets something at some moment, another member of the group can help. After doing the description, the spokesperson explains what they think the tale is going to be about. The members of other groups can make questions about the description or about the plot that they have predicted. Also they can explain if they agree or not with the ideas presented by other groups. All the groups must do it and, as they have different pictures, it is possible that they have different plots. It is important to respect the ideas that other groups have and not giving an opinion in a pejorative way.			

	The images that the teacher have selected must be really concrete and it cannot show Princess Li and Beatrice together, as it can be a spoiler for the story.			
2. Storytelling: Princess Li	The teacher can start with the storytelling. Like in previous lessons, it is going to be repeated twice. As happens with *Prince and Knight*, students have only one activity. While listening to the story, the students can notice that some pages have not got any text, so at those moments they can predict how the story is going to continue. The teacher starts with the storytelling while students can see the pictures and even the translation if they miss some piece of information. At concrete moments, the storytelling is going to stop because there is no text in those pages. The teacher gives a couple of minutes and the students, individually, can say a prediction about what is going to happen in the following pages. The prediction must be based on what they see in the image and what they have seen in previous pages. If the students remembers the picture that they have	Written version of the fairy tale. Vocabulary flashcards	Teacher – Student Individual	20 minutes

	analysed in the first activity, the students cannot use it for this prediction. They only can work with the images that they are seeing at that moment. During the second storytelling, the students are going to listen to the story. They are just going to relax while watching and listening a beautiful fairy tale.			
3. Post-storytelling: Summarize the plot.	The teacher asks the students to summarize by points the tale that they have listened to. For doing that, at first, the children are going to receive a copy of the tale and they are going to divide it in 3 different parts. They have seen it in previous lessons how to do it and they can do it alone. If they need help the teacher can help but not by saying the answers. The next step is to identify the main points of each part. For doing that, they can highlight those sentences or actions that best describe the situation. When they write it down on the paper, they have to transform those actions and ideas into past sentences. They can combine the past simple and past continuous as we have seen in previous lessons. (For example, *I was*	Paper Pencil Written version of the fairy tale.	Teacher – Student Small Group	20 minutes

	doing that when something happened, or *She did it while watching this*). Or they just can use past simple and past continuous in different sentences. They use the past simple because the teacher will provide them with some feedback for improving in the use of past simple and past continuous. In the last part of the activity, once that the students have identified the main ideas of each part, they are going to write some sentences related to what happened to Beatrice and Princess Li after the book. These invented ideas are written in present tenses and, there must be at least 4 ideas, one for each member of the group. This summary will be compiled later in the logbook.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the materials that they have created in the logbook as well.	Logbook	Small Group	5 minutes

Assessment:

- *Objective 1:* The first objective can be assessed with the rubric from the description in Lesson 2. Both activities are quite similar, and the rubric can be used for both. The only difference is that the teacher must use it while the spokesperson of each group is explaining orally the description that his/her group has made.
- *Objective 2:* The second objective is going to be checked during the first activity and the first story telling. If the students are able to make a good prediction of what is going to happen, based on what they have seen in the image and in line with the tales' plot, then the teacher can consider that students have done a good prediction.
- *Objective 3:* The third objective, about the summary, will be checked with a checklist (as seen in Appendix 3.9.1. Princess Li: Plot Checklist) based on the tale's plot. The teacher will also take a look to the use of the past tenses, so the teacher can provide with some feedback for improving.
- *Objective 4:* The last objective, as in previous lessons, will be assessed with the logbook.

1.12. Lesson 12: Stereotypes and Prejudices

<table>
<tr><td colspan="3">Specific Objectives:
During this lesson, the students will be able to:
• Identify prejudices and stereotypes.
• Extract information from websites.
• Make connections between the fairy tales and some stereotypes.
• Explain what they have done at class.</td><td colspan="2">Evaluation Criteria & Learning Standards:
Crit.ING.2.1.: Est.ING.2.1.2 and Est.ING.2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.3.: Est.ING.2.3.1
Crit.ING.2.5.: Est.ING.2.5.1
Crit.ING.3.1.: Est.ING.3.1.2
Crit.ING.3.3.: Est.ING.3.3.3.</td></tr>
<tr><td colspan="3">Learning Outcomes:
• To be aware of the prejudices and the stereotypes that surrounds society nowadays.
• To look for information on the internet and take the most relevant according to the objective of the research.
• To identify stereotypes and prejudices</td><td colspan="2">Content:
Stereotypes and prejudices</td></tr>
<tr><td colspan="5">Key Competences: CIEE, CD, CCL, CAA, CSC</td></tr>
<tr><td colspan="5">Class Development (Activities)</td></tr>
<tr><td>Activity</td><td>Input</td><td>Materials</td><td>Interaction</td><td>Timing</td></tr>
<tr><td>1. Run like a Girl</td><td>We start the lesson by watching the video Like a Girl. In this video, we can see some actors who are asked to</td><td>Video: Run Like a Girl
Computer</td><td>Teacher – Students
Big Group</td><td>10 minutes</td></tr>
</table>

	perform a series of activities *like a girl*. As these actions are performed following a stereotype, when the question is asked to children, they cannot see the difference. The actors later reflect about what they have done and what the reality is. They conclude that doing things like a girl it is not the same as doing the things wrong or badly. This video is good for introducing the idea of stereotype and prejudice in class because it does not mention those concepts directly but, in fact, explains what it means in our society. After watching the video (a couple of times if the teacher wants), we ask students if they have ever been said that they do something like a girl. It is probable that many students at class when they have done something wrong, and even more in sports, they have been said that they do it like a girl. Also some attitudes like crying or be sensitive have been considered as a girl thing. Some questions can be: *Have you ever experienced a situation in which somebody says that*	Projector		

	you do something like a girl? Or Did you ever tell someone that he or she was doing something like a girl because it was wrongly done? The students interact between them to share experiences and moments that are common but also that are uncomfortable. At this point, the students are introduced to stereotypes (concrete attitudes that are expected to be perform by a person just because the way he/she is) and prejudices (wrong ideas that you have about a person before knowing him/her.).			
2. Research: Prejudices and Stereotypes nowadays.	The teacher asks the students to do a little research on the internet (by groups) about what means stereotype, prejudices and what are the most common when referring to the diversity that they have seen at class. For example, prejudices against women and stereotypes related to people from the LGBT community. The teacher can help students to do this research by giving a sheet with questions, comments and instructions. For example: *What are the common*	Computers Paper Pencil or pen Sheet with questions, comments and instructions.	Small Group Big Group Teacher - Student	30 minutes

	prejudices or stereotypes when talking about women? Are the LGBT community affected by prejudices and stereotypes? Name some prejudices or stereotypes related to the LGBT community. Also the teacher must be aware of the websites that children are visiting as they can be dangerous for them. The teacher, if is considered necessary, can check some websites and provide those links to students. But the better option is let the children to look for these ideas free but under the supervision of the teacher and following the questions and comments provided by the teacher in the sheet. The information must be compiled in a piece of paper. When they finish the research, the spokesperson of each group is going to tell the rest of the class the definitions that they have found, and they can be completed by other groups or being corrected too. Then, they will share the stereotypes/prejudices that they have found, and they can explain at that moment why they think that it can be dangerous or harmful.			

	Students maybe recognise some stereotypes as they have received it at school, at home or at any place. The teacher can copy all the ideas and information that students have compiled on the blackboard. At every moment, the teacher must be the mediator of this conversation. The teacher must be aware of the comments that students are doing for avoiding pejorative actions at class. At every moment, teacher must foster an atmosphere of tolerance and respect in the class. The paper with the definitions and the stereotypes/prejudices is going to be kept in the logbook.			
3. Fairy tales and prejudices	This is maybe the most difficult part of the lesson, as the students are going to make connections between the fairy tales that they have read and the stereotypes and prejudices that they have found in the research. For doing that, the teacher ask the students to think about the classic fairy tales that they read at class. If it is very general, the teacher can ask about a concrete	Paper with stereotypes	Big Group Small Group Teacher Student	15 minutes

	fairy tale. In this case I recommend *Sleeping Beauty* or *Snow White* because the main characters seem to be more stereotyped than characters from other fairy tales. The students are asked to think about who rescues the princesses and then they are asked about a stereotype/prejudice that is sure that has appeared during the research (Women need men because women are weak). It maybe take a long time but with the advice of the teacher, at the end they will see that the prince rescues the princess because she is weak. Linked to this stereotype, once they have seen it, we can ask the students to think about *Princess Li*. In this case we ask who is saving the day at the fairy tale. They will realize that the princess is saving the day and she does not need a man for doing it. So then the teacher can ask if, in that case, the stereotype has been broken. We allow the groups to take a look to their stereotypes and they can try to stablish a relation between a stereotype with a fairy tale. For example, they may			

	relate Cinderella with the idea that women can only work at home, doing the chores. They also may link a prejudice to a modern fairy tale because they are broken it. For example, by saying that men are the strongest but in the tale *Prince and Knight*, the Prince needs to be rescued. For doing this, the teacher can ask questions orally to different groups for helping them to see the relationship between fairy tales and stereotypes prejudices. The following example shows a series of questions that can be asked when doing this activity: • Can you tell me a stereotype or prejudice that you have found on the internet? *Women need the help of a man to be happy in live.* • Ok. Let's try to relate it with Rapunzel. Do you remember what Rapunzel said when she met the Prince for the first time? *That living with the Witch is boring and she is not good with her.*			

	• That's it! Do you remember the feelings of Rapunzel when she met the Prince? *She is scared at first but later she is happy.* • And when the Witch vanished her from the Tower, she was sad wasn't she? *Yes, she is sad because she is not going to meet the Prince again.* • But what happens at the end? *That Rapunzel meets the prince in the forest and helps him. Then they return happily to the Prince's kingdom.* • So, you told me that Rapunzel is happy when being with the prince, right? *Yes, right.* • Rapunzel is a woman or a man? *She is a woman. And the prince is a man.* • And you said that women are only happy when being with a man. So… *So Rapunzel, a woman, is only happy when she is with the prince, a man.*			

	• That's it! You have made a relationship between a fairy tale and a stereotype. As we can see, the teacher can present a concrete fairy tale once he/she knows a stereotype found by the students. According to that tale, the teacher asks a series of questions that leads to the relation between prejudices and stereotypes and the fairy tale. The teacher must be a guide during this activity as it is a complex process, and it cannot be seen easily at a first sight. All the guide, the comments and the questions will be adapted to the stereotypes and prejudices presented by the students. Also by presenting stereotypes and prejudices at this point, the students can avoid them when rewriting the fairy tale ending.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page. At the end of the class, they are going to keep the page with the	Logbook	Small Group	5 minutes

	prejudices and stereotypes and other materials that maybe they have taken in the logbook as well.			

Assessment:

- *Objective 1:* If the teacher sees that students are able to talk about experiences in which they have felt insulted for being a girl or a boy or to point out attitudes in their experiences or other classmates' experiences that can be considered as stereotypical or can be considered as a prejudice, then the teacher can consider that students can detect stereotypes and prejudices.
- *Objective 2:* Objective number 2 can be considered achieved by students if they have copied only the most important information from a website. Teacher can check it with the papers in which they have copied the information.
- *Objective 3:* The objective related to stereotypes and fairy tales can be checked through direct observation of the discussion. If a group is able to link at least one stereotype with a fairy tale during the discussion, then the objective can be considered achieved.
- *Objective 4:* The last objective, as in previous lessons, will be assessed with the logbook.

1.13. Lesson 13: Storytelling Maiden and Princess

<table>
<tr><td>Specific Objectives:
During this lesson, the students will be able to:
• Predict a tale’s plot based on the cover of the book.
• Use present simple for asking questions and giving answers.
• Use past tenses (simple or continuous) for asking question and giving answers.
• Use adjectives for describing a person or a place.
• Explain what they have done at class.</td><td>Evaluation Criteria & Learning Standards:
Crit.ING.1.1.: Est.ING.1.1.1. and Est.ING.1.1.6.
Crit.ING.1.2.: Est.ING.1.2.5.
Crit.ING.1.6.: Est.ING.1.6.3 and Est.ING.1.6.6.
Crit.ING.2.1.: Est.ING.2.1.3.
Crit.ING.2.2.: Est.ING.2.2.1
Crit.ING.2.5.: Est.ING.2.5.2</td></tr>
<tr><td>Learning Outcomes:
• To use the known grammar and formal structures for solving a communicative situation.
• To be able to transform the content from an oral situation.
• To predict the content of a fairy tale, based on the cover of the tale.</td><td>Content:
Fairy tales: Princess and Maiden
LGBT diversity</td></tr>
<tr><td colspan="2">Key Competences: CCL, CAA, CIEE and CD</td></tr>
<tr><td colspan="2">Class Development (Activities)</td></tr>
</table>

Activity	Input	Materials	Interaction	Timing

1. Pre-storytelling: Judge a book by its cover	For this final storytelling, the teacher is going to show the cover of the book to the students. In this case, the title is going to be covered and students will see only the front image on the cover. If it is necessary, the groups can have a copy of the cover for analysing and seeing it better. The groups have some minutes to watch the cover, talk between them and try to guess the plot of the story only by watching the cover. They must talk before providing the plot and it must be agreed by all the members of the group. When the time's up, the spokesperson of each group can talk and share with the rest of the groups the plot that they have created based on the front cover. Other groups, represented as well by the spokesperson can agree or disagree to that plot by explaining why they consider that the plot is good or bad. When all groups have shared what the story is about, they can start with the storytelling.	Tale's Cover	Teacher – Student Big Group Small Group	10 minutes

2. Storytelling: Maiden and Princess	The teacher can start at this point with the storytelling. During the storytelling, the teacher is going to show the pictures of the book, so it is easier for the students to follow the storytelling. Students are going just to listen to the story twice, as always. There are not any activities linked to the storytelling and we just want students to listen and enjoy the story.	Written version of the fairy tale. Vocabulary flashcards	Teacher – Student	15 minutes
3. Post-storytelling: Interviewing a character	The activity that is going to be done after the storytelling is going to be done by pairs. This activity can be taken as the last review just before rewriting the ending for its final version. Each student should pick a character for interviewing him or her. The partner will take the role of interviewee character and the person who chooses the character becomes the interviewer. For example, if student A chooses the Princess, then the student A will be the interviewer and Student B will be the Princess. Later the roles will be changed. Student B chooses the Maiden, so student B will be the interviewer and Student A will be the Maiden.	Pen or Pencil Paper	Teacher – Student Pairs	30 minutes

	The interview can be done as the students want but it must include at least 7 questions in it. Nevertheless, there are some rules that must be followed for doing this interview: • The interviewer must present the character who is going to be interviewed. • They should include questions using the present simple. • They should include at least one question about the past. • They should include at least one question which can be answered with a description. • A minimum of 7 questions should be asked in this interview. If students have any doubt related to the grammar, they can check the notes that they made on the logbook or they can ask the teacher.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook has some questions (For	Logbook	Small Group	5 minutes

	example: *What did you do today at class? Write about the activities that you have done during the lesson*. Or *What was the easiest part for you? Write the things that you liked and the activities that had no difficulty for you.*) that can help students to complete the page. At the end of the class, they are going to keep the materials that they have created in the logbook as well.			

Assessment:

- *Objective 1:* The first objective of this lesson will be assessed during the first part of the lesson. The teacher will listen to the predictions made by the groups. The predictions must be based on the cover, and they must be logical, and it must have cohesion. It is said, they cannot talk about actions that are not connected between them. If the prediction has cohesion, and it is based on what they can see on the cover, then the objective is achieved.
- *Objective 2:* It will be checked in the interview through a rubric (As seen in Appendix 3.10.1. Interview Rubric).
- *Objective 3:* Checked with the previous rubric.
- *Objective 4:* Checked with the previous rubric.
- *Objective 5:* The last objective, as in previous lessons, will be assessed with the logbook.

1.14. Lesson 14: Writing the ending

Specific Objectives:	**Evaluation Criteria & Learning Standards:**
During this lesson, the students will be able to: • Correct a text based on the feedback provided by the teacher. • Using fairy tale vocabulary and the grammar (past simple, past continuous and adjectives) seen in previous lessons for writing their denouement retelling. • Make the final version of a writing as editing is a step in the process of writing the story. • Explain what they have done at class.	Crit.ING.4.1.: Est.ING.4.1.1. Crit.ING.4.2.: Est.ING.4.2.2. Crit.ING.4.3.: Est.ING.4.3.2. Crit.ING.4.5.: Est.ING.4.5.2 Crit.ING.4.6.: Est.ING.4.6.2. Crit.ING.4.7.: Est.ING.4.7.2.
Learning Outcomes: • To adapt a text according to the feedback provided by the teacher. • To rewrite a fairy tale taking into account all the knowledge acquired during the unit. • To work by the writing process, concretely following the last step, editing.	**Content:** Diversity (LGBT diversity, gender roles, prejudices and stereotypes) Past tense (Simple and continuous) Descriptions (Use of adjectives, grades of adjectives) Writing as a process: Editing
Key Competences: CCL, CAA CSC and CD	
Class Development (Activities)	

Activity	Input	Materials	Interaction	Timing
1. Brainstorming: Useful structures	Before letting the students start with the editing step of the writing process, the teacher and the different groups are going to collaborate, and they are going to create a big brainstorming on the blackboard containing structures, grammar, sentences, chunks, vocabulary and other kind of elements that can be useful for writing a fairy tale. They have to recall what they have done in all the previous lessons and put it in here. The groups will be represented one last time by the spokesperson who is going to be the person who writes the words of his/her group on the blackboard. At first, the group talks and then, the spokesperson write on the blackboard a maximum of two words on the blackboard. Then he/she returns to the group, they talk again, and the spokesperson writes other two words on the blackboard. They can do it until they run out of ideas. All students are going to take part at the same time, so they must be aware of no choosing words that are	Blackboard Chalk Paper with useful expressions and vocabulary.	Teacher – Student Big Group Small Group	15 minutes

	already on the brainstorming. Nevertheless, when they end, the teacher is going to take a look at the blackboard and is going to erase the repeated words. At the end of this brainstorming, the teacher can provide the groups with a page including useful sentences and typical vocabulary from the fairy tales (For example, *knight, fairy godmother, kingdom, throne, crown.* Or structures like: *And they lived happily ever after* or *Once upon a time*). It is possible that this page include words or sentences appearing on the blackboard.			
2. Editing!	The teacher provides students with the revised draft of the fairy tale. Before starting with the re-writing, they are going to check all the notes and the feedback, and they will ask the teacher any doubt about the fairy tale. It is important to remember that students must give the draft before this lesson (they started with the draft in Lesson 10) so they can start directly with the editing version. If a group has not given the draft until this	Corrected version of the draft. Paper with useful expressions and vocabulary. Paper Pen Dictionary	Small Group Teacher - Student	40 minutes

	lesson, the teacher will revise along with the group the draft and they will edit with the time left. The final version is similar to the draft version but in this one all the content is linked by the use of connectors. Also the descriptions are introduced in the text, at the same time that the action takes place. Students must use blank papers and pen. For rewriting this tale on the definitive version, all members should write a part of it. In previous steps it was not necessary but, in that way, all students can feel that they are part of the fairy tale (Even if the members agreed with all the decisions of the fairy tale ending). The teacher allows the students to work in silence and peacefully. If students have problems with vocabulary, they can use a dictionary. Other type of doubts can be asked to the teacher. The teacher will also remark the importance of a clear text and not to follow those stereotypes and prejudices that they saw in previous lessons.			

	As the students are not going to finish the tale in class, the teacher offers them 1 or 2 weeks, according to the work that they have done at class. If they want, once that it is finished, they can create a cover and include some kind of illustration if they want. The tales will be read after the ending of this unit. Each week, a group will be selected for reading its tale's ending.			
5. Logbook	The secretary of each group is going to copy on the logbook what they have done during the class. For doing that, the logbook have some questions that can help students to complete the page.	Logbook	Small Group	5 minutes
Assessment: All the objectives can be checked through the final version of the Denouement rewriting. For checking it, we are going to use a rubric (As seen in Appendix 3.11.1. Ending's rubric) except the last one, which is checked through the logbook.				

2. Appendix 2: Class Materials

2.1. Lesson 1: Storytelling Cinderella

2.1.1. Pictionary Words

Cinderella	Prince
Stepmother	Stepsisters
Fairy godmother	Mice
Pumpkin	Wand
Glass Slipper	Dress

A digital version of these words can be found by clicking on here.

This material is of own creation.

2.1.2. Story Cards (Story Images)

Cinderella Picture 1

Note. Adapted from *Cenerentola* [Illustration] by The Walt Disney Company, 1950, Disney Wiki (https://disney.fandom.com/it/wiki/Cenerentola_(personaggio)/Gallery/Film_e_televisione). CC BY 2.0

Cinderella Picture 2

Note. Adapted from *Cinderella – The Wicked Stepmother & Sisters* [Illustration] by The Walt Disney Company, 1950, Disney Wiki (https://disney.fandom.com/it/wiki/Cenerentola_(personaggio)/Gallery/Film_e_televisione). CC BY 2.0

Cinderella Picture 3

Note. Adapted from *Cinderella* [Illustration] by The Walt Disney Company, 1950, Disney Wiki (https://disney.fandom.com/it/wiki/Cenerentola_(personaggio)/Gallery/Film_e_televisione). CC BY 2.0

Cinderella Picture 4

Note. Adapted from *Cinderella* [Illustration] by Millais, J.E., 1950, Flickr (https://www.flickr.com/photos/sofi01/7528063114/). CC BY 2.0

Cinderella Picture 5

Note. Adapted from *Stepsisters* [Illustration] (n.d.), Archetypes of Cinderella (https://kylekatiecinderella.weebly.com/step-sisters.html). CC BY 2.0

Cinderella Picture 6

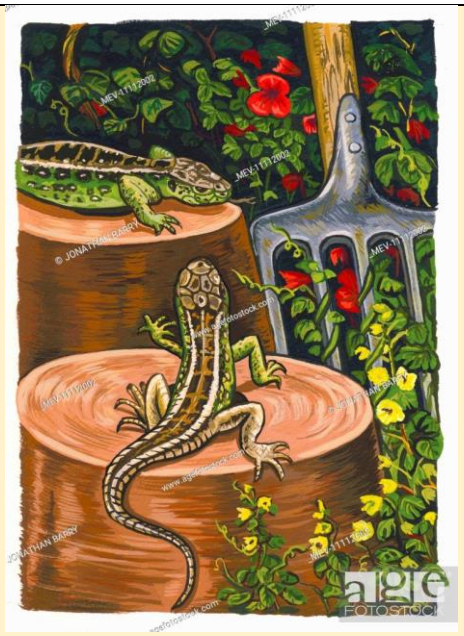
Note. Adapted from *Cinderella Meets Fairy Godmother Scene* [Illustration] by The Walt Disney Company, 1950, Smule (https://www.smule.com/recording/disney-cinderella-meets-fairy-godmother-scene/1665973716_2245277959). CC BY 2.0

Cinderella Picture 7

Note. Adapted from *Zucca carrozza di Cenerentola* [Illustration] by The Walt Disney Company, 1950, Latitudes Life (https://www.latitudeslife.com/2019/11/zucche-non-solo-halloween/zucca-carrozza-di-cenerentola/). CC BY 2.0

Cinderella Picture 8

Note. Adapted from *Bright Silk Christmas Mice* [Illustration] by The Walt Disney Company, 1950, The Linen Cat Blog (https://www.latitudeslife.com/2019/11/zucche-non-solo-halloween/zucca-carrozza-di-cenerentola/). CC BY 2.0



Cinderella Picture 9

Note. Adapted from *Cinderella – The Lizards* [Illustration] by Barry, J, 2002, AGE fotostock (https://www.agefotostock.com/age/en/details-photo/cinderella-the-lizards/MEV-11112002/1). CC BY 2.0

Cinderella Picture 10

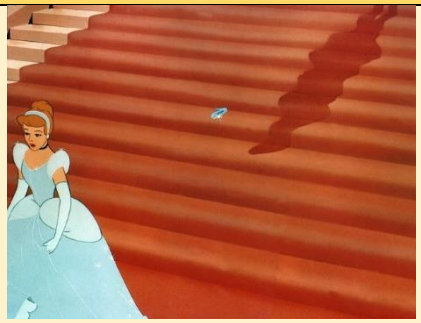
Note. Adapted from *Animation Screencaps* [Illustration] by The Walt Disney Company, 1950, Pinterest (https://www.pinterest.dk/pin/347480927498229338/). CC BY 2.0

Cinderella Picture 11

Note. Adapted from *Quiz: Which Disney Character Should Be Your Prom Date?* [Illustration] by The Walt Disney Company, 1950, Oh My Disney. (https://ohmy.disney.com/quiz/2016/03/31/quiz-which-disney-character-should-be-your-prom-date/). CC BY 2.0

Cinderella Picture 12

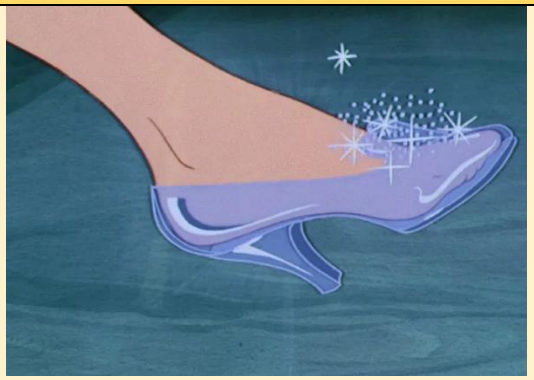
Note. Adapted from *So This Is Love (From Cinderella)* [Illustration] by The Walt Disney Company, 1950, Pinterest. (https://www.pinterest.de/pin/441493569717438967/). CC BY 2.0



Cinderella Picture 13

Note. Adapted from *Calculations reveal that Cinderella's glass slipper would have broken, along with her heart* [Illustration] by The Walt Disney Company, 1950,

National Geographic. (https://www.nationalgeographic.com/science/article/151223-physics-science-fairy-tales-comics). CC BY 2.0



Cinderella Picture 14

Note. Adapted from *Cinderella's glass slipper* [Illustration] by The Walt Disney Company, 1950, Buzzfeed. (https://www.buzzfeed.com/vintage_chic/design-a-desk-and-well-tell-you-what-iconic-disne-4ps563ik2r). CC BY 2.0

Cinderella Picture 15

Note. Adapted from *Cinderella* [Illustration] by The Walt Disney Company, 1950, Pinterest. (https://www.pinterest.es/alisaalisa1802/disney/). CC BY 2.0

The digital format of these pictures can be found by clicking here.

2.1.3. Written Version of Cinderella

Cinderella; or, The Little Glass Slipper *by* **Charles Perrault**

Once there was a gentleman who married, for his second wife, the proudest and most haughty woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious. She employed her in the meanest work of the house. She scoured the dishes, tables, etc., and cleaned madam's chamber, and those of misses, her daughters. She slept in a sorry garret, on a wretched straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses so large that they could see themselves at their full length from head to foot.

The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderwench. Only the younger sister, who was not so rude and uncivil as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel, was a hundred times more beautiful than her sisters, although they were always dressed very richly.

It happened that the king's son gave a ball, and invited all persons of fashion to it. Our young misses were also invited, for they cut a very grand figure among those of quality. They were mightily delighted at this invitation, and wonderfully busy in selecting the gowns, petticoats, and hair dressing that would best become them. This was a new difficulty for Cinderella; for it was she who ironed her sister's linen and pleated their ruffles. They talked all day long of nothing but how they should be dressed.

"For my part," said the eldest, "I will wear my red velvet suit with French trimming."

"And I," said the youngest, "shall have my usual petticoat; but then, to make amends for that, I will put on my gold-flowered cloak, and my diamond stomacher, which is far from being the most ordinary one in the world."

They sent for the best hairdresser they could get to make up their headpieces and adjust their hairdos, and they had their red brushes and patches from Mademoiselle de la Poche.

They also consulted Cinderella in all these matters, for she had excellent ideas, and her advice was always good. Indeed, she even offered her services to fix their hair, which they very willingly accepted. As she was doing this, they said to her, "Cinderella, would you not like to go to the ball?"

"Alas!" said she, "you only jeer me; it is not for such as I am to go to such a place."

The complete version of this tale can be found by clicking here. Tale extracted from University of Pittsburgh (https://www.pitt.edu/%7Edash/perrault06.html).

2.1.4. Vocabulary Flashcards

A digital version of this flashcards can be found by clicking here. This material is of own creation.

2.1.5. Cinderella Written Version (Divided)

1. INTRODUCTION

Once there was a gentleman who married, for his second wife, the proudest and most haughty woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over, but the stepmother began to show herself in her true colours. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious. She employed her in the meanest work of the house. She scoured the dishes, tables, etc., and cleaned madam's chamber, and those of misses, her daughters. She slept in a sorry garret, on a wretched straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses so large that they could see themselves at their full length from head to foot.

The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderwench. Only the younger sister, who was not so rude and uncivil as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel, was a hundred times more beautiful than her sisters, although they were always dressed very richly.

The complete version can be found by clicking here. Tale extracted from University of Pittsburgh (https://www.pitt.edu/%7Edash/perrault06.html).

2.2. Lesson 2: Describing Cinderella

2.2.1. Written Version of Cinderella (Divided)

1. INTRODUCTION

Once there was a gentleman who married, for his second wife, the proudest and most haughty woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over, but the stepmother began to show herself in her true colours. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious. She employed her in the meanest work of the house. She scoured the dishes, tables, etc., and cleaned madam's chamber, and those of misses, her daughters. She slept in a sorry garret, on a wretched straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses so large that they could see themselves at their full length from head to foot.

The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderwench. Only the younger sister, who was not so rude and uncivil as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel, was a hundred times more beautiful than her sisters, although they were always dressed very richly.

The complete version can be found by clicking on here. Tale extracted from University of Pittsburgh (https://www.pitt.edu/%7Edash/perrault06.html).

2.2.2. Question sheet (Questions for a good interview)

Questions for a good interview

1. How are you these days?
2. When were you born?
3. Where were you born?
4. How is the city in where you were born?
5. Who is your best friend? Can you describe him/her?
6. Do you have any pets?
7. Do you have a good-luck charm? How is it?
8. What are your hobbies? Do you enjoy [insert here an activity]?
9. What is your favourite colour?
10. Who is the person that you miss the most?
11. What is your favourite place for going on holiday?
12. Who is your favourite singer? Do you have any favourite songs?
13. What is the last movie that you have seen?
14. What is your favourite movie?
15. What is your favourite book?
16. What is your favourite fairy tale?
17. What is your favourite subject at school?
18. Do you like video games?
19. What do you like to eat when you go to a restaurant?
20. What is the first thing you notice when you first meet a person?

The digital version of this document can be found by clicking here. This material is of own creation.

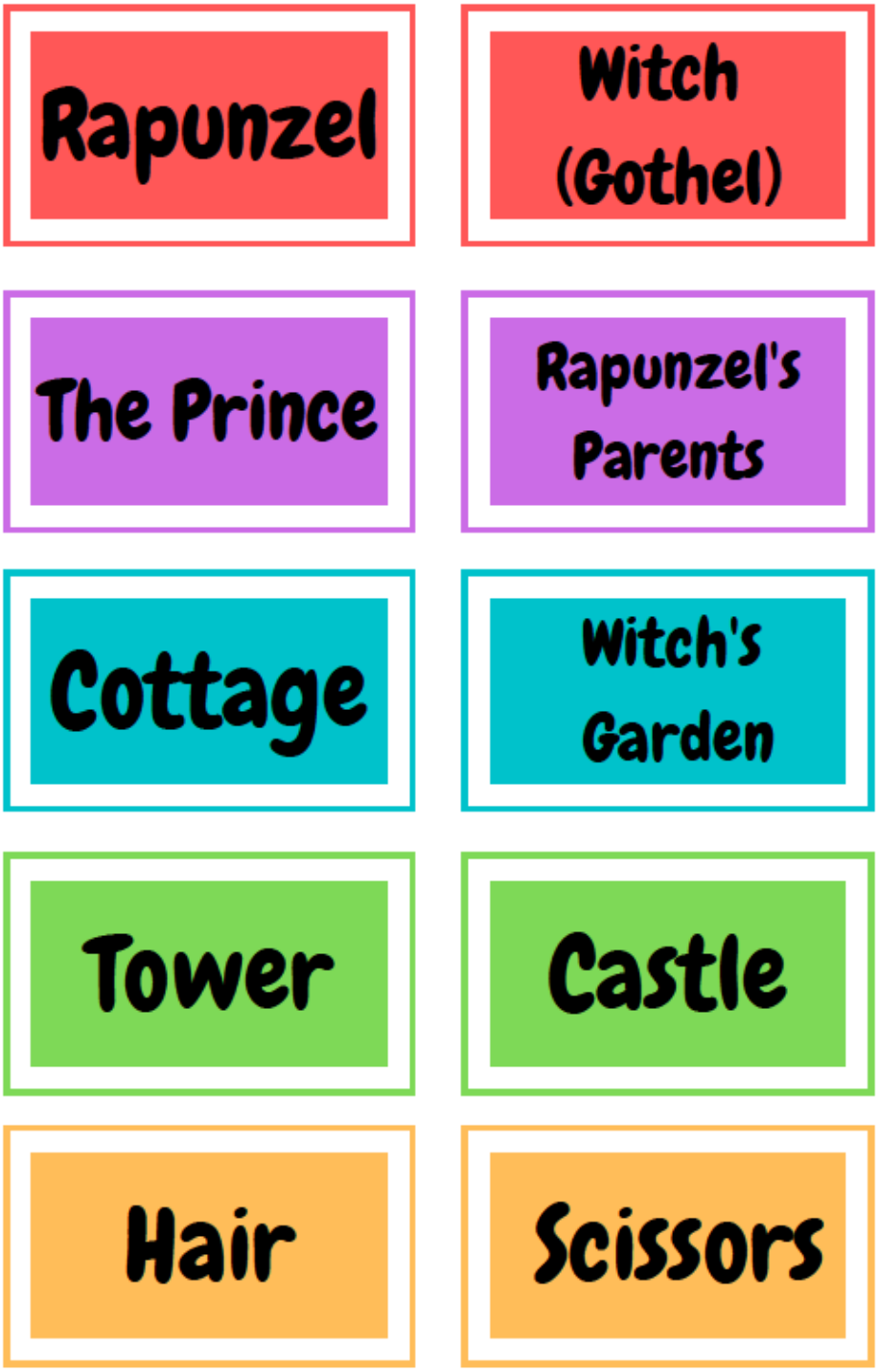
2.2.3. Adjectives Checklist

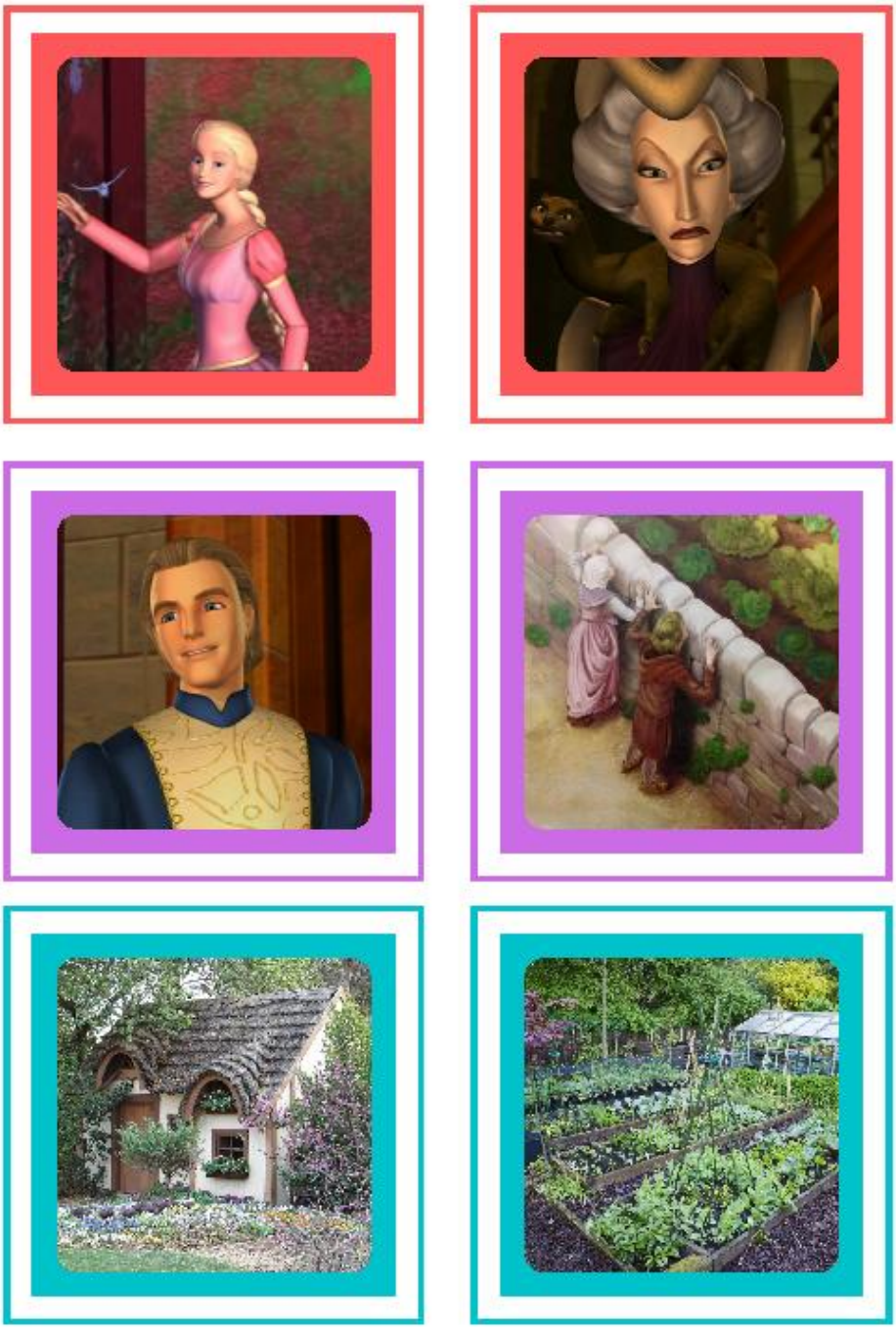
*Check that each adjective is in one of the following grades. Only one characteristic marked with * can match each adjective. For example,* older, *only match the first characteristic marked with * from comparative grade.*		
Group:	**Member:**	
Positive	**Yes**	**No**
The word express a characteristic of the object, person or place. For example, *The red car.*		
The adjective is placed before the noun.		
Comparative		
The adjective is used for making a comparison between two objects, places or people. For example, *Kim is taller than Sophie* or *My glass is thicker than yours* or *Russia is bigger than Spain.*		
The word *than* is placed after the adjective. For example: *Mary is bigger **than** Louis* or *That desk is smaller **than** her desk.*		
*If the adjective is **short** (1 – 2 syllables), the adjective ends in -er. For example, *older, later* or *bigger.*		
*If the adjective is **long** (2 or more syllables), the word *more* is placed before the adjective. For example, *more modern* or *more expensive.*		
*If the adjective is **good** or **well**, its comparative is **better.**		
*If the adjective is **bad,** its comparative is **worse.**		
*If the adjective is **far**, its comparative is **farther** or **further.**		
Superlative		
The adjective is used to describe the extreme quality of a person, place or object. For example: *Martha is the smartest* or *That glass is the most expensive* or *This beach is the cleanest.*		
The word *the* is placed before the adjective. For example: Chris is ***the** tallest* or *That mountains is **the***		
*If the adjective is **short** (1 – 2 syllables), the adjective ends in -est. For example: *The oldest, the biggest* or *the happiest.*		
*If the adjective is **long** (2 or more syllables), the word *most* is place between *the* and the adjective. For example: *The most modern* or *The most expensive.*		
*If the adjective is **good**, the superlative form is **the best.**		
*If the adjective is **bad**, the superlative form is **the worst.**		
*If the adjective is **far**, the superlative form is **the farthest/furthest.**		

A digital version can be found by clicking here. This material is of own creation.

2.3. Lesson 3: Storytelling Rapunzel

2.3.1. Pelmanism Cards





The digital version of these cards can be found by clicking here. This material is of own creation.

2.3.2. Rapunzel Written Version

1812

GRIMM'S FAIRY TALES
RAPUNZEL

Jacob Ludwig Grimm and Wilhelm Carl Grimm

Grimm, Jacob (1785-1863) and Wilhelm (1786-1859) - German philologists whose collection "Kinder- und Hausmarchen," known in English as "Grimm's Fairy Tales," is a timeless literary masterpiece. The brothers transcribed these tales directly from folk and fairy stories told to them by common villagers. Rapunzel (1812) - A witch locks Rapunzel in a tower and must call to her to let down her hair so she can climb it to gain entrance. A prince overhears the witch, calls for Rapunzel's hair himself, then makes plans to save her.

RAPUNZEL

THERE ONCE lived a man and his wife who had long wished for a child, but in vain. Now there was at the back of their house a little window which overlooked a beautiful garden full of the finest vegetables and flowers; but there was a high wall all round it, and no one ventured into it, for it belonged to a witch of great might, and of whom all the world was afraid. One day when the wife was standing at the window, and looking into the garden, she saw a bed filled with the finest rampion; and it looked so fresh and green that she began to wish for some; and at length she longed for it greatly. This went on for days, and as she knew she could not get the rampion, she pined away, and grew pale and miserable.

Then the man was uneasy, and asked, "What is the matter, dear wife?" "Oh," answered she, "I shall die unless I can have some of that rampion to eat that grows in the garden at the back of our house." The man, who loved her very much, thought to himself, "Rather than lose my wife I will get some rampion, cost what it will." So in the twilight he climbed over the wall into the witch's garden, plucked hastily a handful of rampion and brought it to his wife. She made a salad of it at once, and ate of it to her heart's content. But she liked it so much, and it tasted so good, that the next day she longed for it thrice as much as she had done before; if she was to have any rest the man must climb over the wall once more.

The complete version of this tale can be found by clicking here. Tale extracted from Pink Monkey (http://pinkmonkey.com/dl/library1/story127.pdf)

2.3.3. Vocabulary Flashcards

A digital version of these flashcards can be found by clicking here. This material is of own creation.

2.4. Lesson 4: Rapunzel escaped!

2.4.1. Clip 'Friends'

This video (Title: *Friends Past Simple No One Proposes*) can be found on You Tube by clicking here. Video extracted from Ksirle, 2018.

This video also can be found on Google Drive by clicking here.

2.4.2. Rapunzel Fairy Tale (Divided)

1. INTRODUCTION (I)

THERE ONCE lived a man and his wife who had long wished for a child, but in vain. Now there was at the back of their house a little window which overlooked a beautiful garden full of the finest vegetables and flowers; but there was a high wall all round it, and no one ventured into it, for it belonged to a witch of great might, and of whom all the world was afraid. One day when the wife was standing at the window, and looking into the garden, she saw a bed filled with the finest rampion; and it looked so fresh and green that she began to wish for some; and at length she longed for it greatly. This went on for days, and as she knew she could not get the rampion, she pined away, and grew pale and miserable.

Then the man was uneasy, and asked, "What is the matter, dear wife?" "Oh," answered she, "I shall die unless I can have some of that rampion to eat that grows in the garden at the back of our house." The man, who loved her very much, thought to himself, "Rather than lose my wife I will get some rampion, cost what it will."

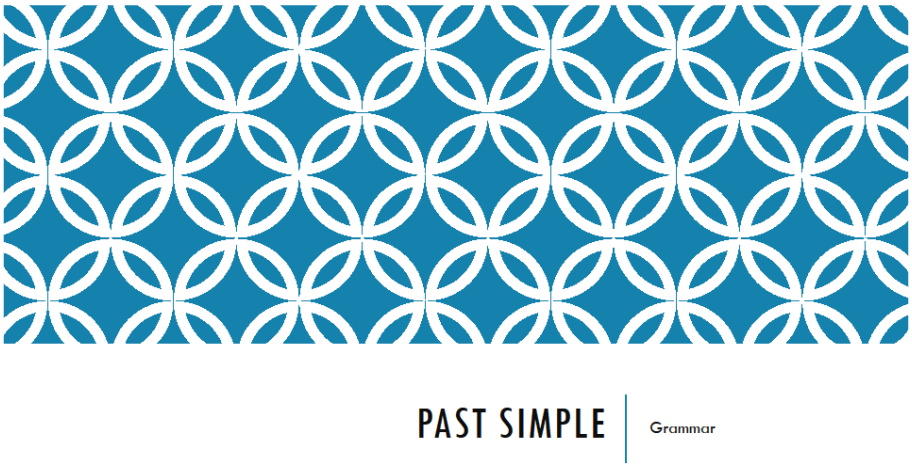
2. INTRODUCTION (II)

So in the twilight he climbed over the wall into the witch's garden, plucked hastily a handful of rampion and brought it to his wife. She made a salad of it at once and ate of it to her heart's content. But she liked it so much, and it tasted so good, that the next day she longed for it thrice as much as she had done before; if she were to have any rest the man must climb over the wall once more.

So he went in the twilight again; and as he was climbing back, he saw, all at once, the witch standing before him, and was terribly frightened, as she cried, with angry eyes, "How dare you climb over into my garden like a thief and steal my rampion! It shall be the worse for you!" "Oh," answered he, "be merciful rather than just; I have only done it through necessity; for my wife saw your rampion out of the window and became possessed with so great a longing that she would have died if she could not have had some to eat." Then the witch said, "If it is all as you say, you may have as much rampion as you like, on one condition- the child that will come into the world must be given to me. It shall go well with the child, and I will care for it like a mother." In his distress of mind the man promised everything; and when the time came when the child was born the witch appeared, and, giving the child the name of Rapunzel (which is the same as rampion), she took it away with her.

The complete version can be found by clicking here. Tale extracted from Pink Monkey (http://pinkmonkey.com/dl/library1/story127.pdf).

2.4.3. Power Point Past Simple (Example)



The complete version can be checked by clicking here. This material is of own creation.

2.4.4. Past Simple Rules

PAST TENSES (VERBS)

1. AFFIRMATIVE STRUCTURE

The basic structure for using the past simple (affirmative form) is:

[Subject] [Past Tense Verb] [Complements]

For example:

- I played with Samuel.
- He ate a chocolate bar.
- We decided to move to London.
- You drank a Coke in the party.
- She copied a verse from this poem.
- They wrote a letter.

Be careful! The third person does not change when using the past simple affirmative form!

2. NEGATIVE FORM

The basic structure for using the past simple (negative form) is:

[Subject] [Did not = Didn't] [Infinitive Verb] [Complements]

For example:

- I didn't/did not play football.
- He didn't/did not eat pasta.
- We didn't/did not decide anything.
- You didn't/did not drink the glass of milk.

The complete version can be found by clicking here. This material is of own creation.

2.4.5. Irregular Verbs

Infinitive	*Past Simple*	*Past Participle*	*Translation*
To be	Was/Were	Been	Ser, estar
Begin	Began	Begun	Empezar
Break	Broke	Broken	Romper
Build	Built	Built	Construir
Burn	Burnt	Burnt	Quemar
Buy	Bought	Bought	Comprar
Can	Could	Been able to	Poder
Catch	Caught	Caught	Coger
Choose	Chose	Chosen	Elegir
Come	Came	Come	Venir
Cost	Cost	Cost	Costar
Cut	Cut	Cut	Cortar
Do	Did	Done	Hacer
Dream	Dreamt	Dreamt	Soñar
Drink	Drank	Drunk	Beber
Drive	Drove	Drive	Conducir
Eat	Ate	Eaten	Comer
Fall	Fell	Fallen	Caer/Caerse
Feel	Felt	Felt	Sentir/Sentirse
Fight	Fought	Fought	Luchar/Pelear
Fly	Flew	Flown	Volar
Forget	Forgot	Forgotten	Olvidar
Give	Gave	Given	Dar
Go	Went	Gone	Ir/Irse
Hear	Heard	Heard	Oír
Know	Knew	Known	Saber
Learn	Learnt	Learnt	Aprender
Leave	Left	Left	Irse/Dejar
Lose	Lost	Lost	Perder
Make	Made	Made	Hacer
Pay	Paid	Paid	Pagar
Put	Put	Put	Poner

A digital copy of this table can be found by clicking here. This material is of own creation.

2.5. Lesson 5: Storytelling Snow White

2.5.1. Written version of the tale.

1

1812

GRIMM'S FAIRY TALES
SNOW-WHITE AND THE SEVEN DWARFS

Jacob Ludwig Grimm and Wilhelm Carl Grimm

Grimm, Jacob (1785-1863) and Wilhelm (1786-1859) - German philologists whose collection "Kinder- und Hausmarchen," known in English as "Grimm's Fairy Tales," is a timeless literary masterpiece. The brothers transcribed these tales directly from folk and fairy stories told to them by common villagers. Snow-White and the Seven Dwarfs (1812) - The famous tale of a princess who escapes her jealous step-mother and lives in the woods with seven little men. The step-mother, a witch, tries again and again to kill Snow-white.

SNOW-WHITE AND THE SEVEN DWARFS

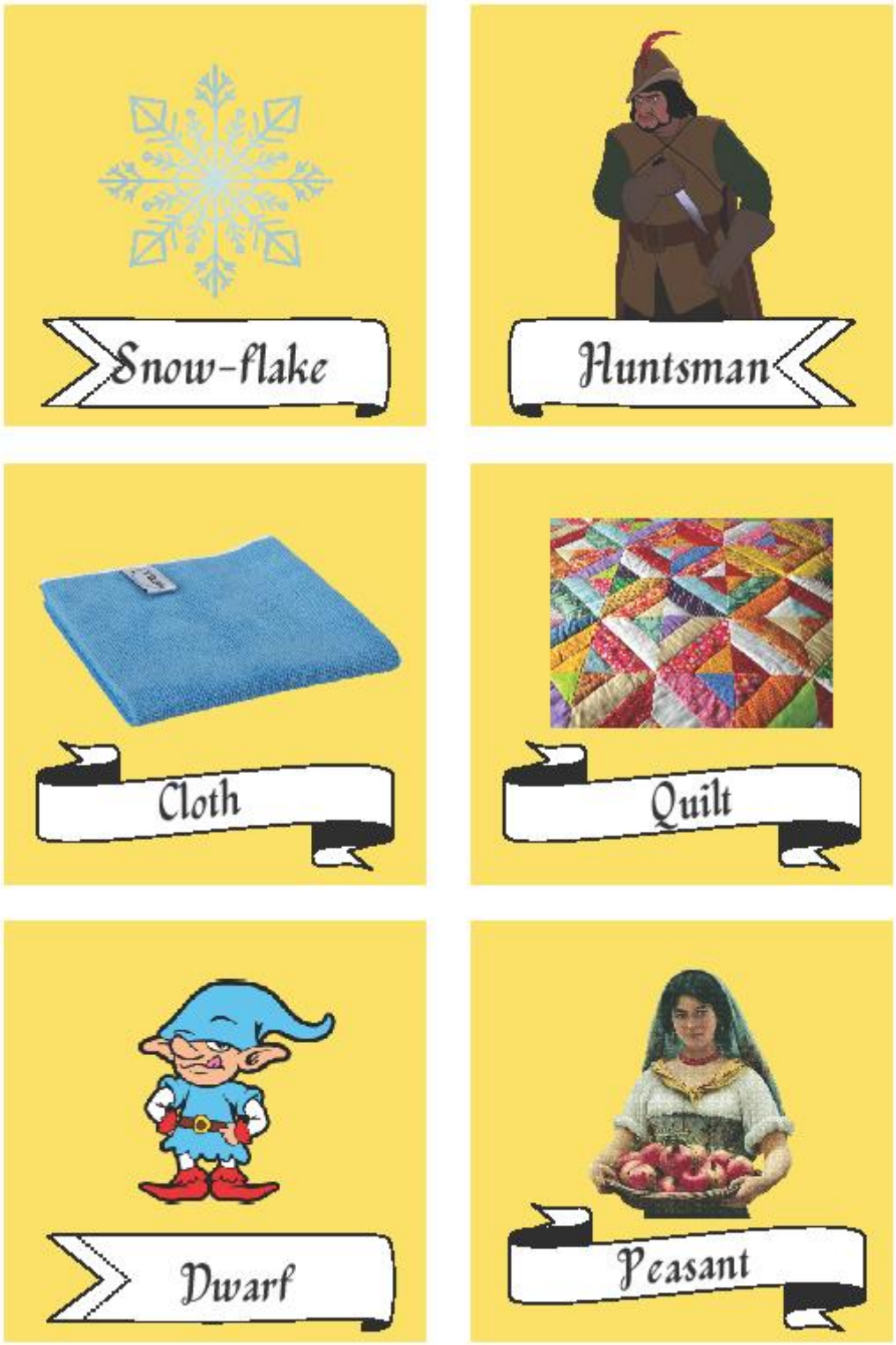
IT WAS the middle of winter, and the snow-flakes were falling like feathers from the sky, and a Queen sat at her window working, and her embroidery-frame was of ebony. And as she worked, gazing at times out on the snow, she pricked her finger, and there fell from it three drops of blood on the snow. And when she saw how bright and red it looked, she said to herself, "Oh that I had a child as white as snow, as red as blood, and as black as the wood of the embroidery frame!" Not very long after she had a daughter, with a skin as white as snow, lips as red as blood, and hair as black as ebony, and she was named Snow-white. And when she was born the Queen died.

After a year had gone by the King took another wife, a beautiful woman, but proud and overbearing, and she could not bear to be surpassed in beauty by any one. She had a magic looking-glass, and she used to stand before it, and look in it, and say, "Looking-glass upon the wall, Who is fairest of us all?"

And the looking-glass would answer,
"You are fairest of them all."
And she was contented, for she knew that the looking-glass spoke the truth.
Now, Snow-white was growing prettier and prettier, and when she was seven years old she was as beautiful as day, far more so than the Queen herself. So one day when the Queen went to her mirror and said, "Looking-glass upon the wall, Who is fairest of us all?"

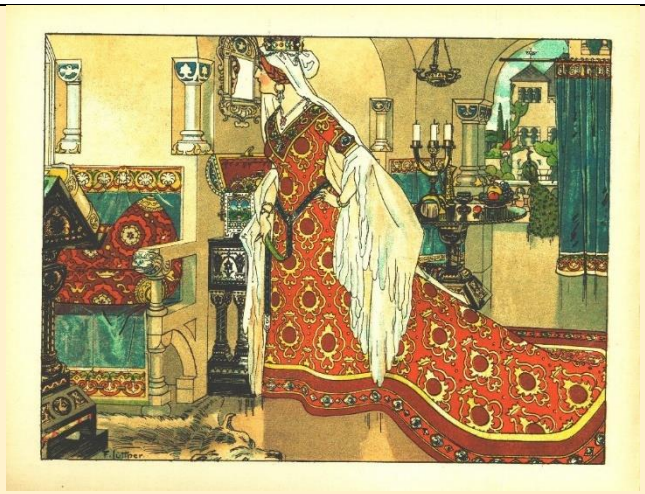
The complete version of this fairy tale can be checked by clicking here. Tale extracted from Pink Monkey (http://pinkmonkey.com/dl/library1/story158.pdf).

2.5.2. Vocabulary Flashcards



A digital version can be found by clicking here. This material is of own creation.

2.5.3. Story Cards (Story Images)



Snow White Picture 1

Note. Adapted from *The Queen asks the magic mirror* [Illustration] by Franz Jüttner, 1905, Wikipedia. (https://en.wikipedia.org/wiki/Snow_White#/media/File:Franz_J%C3%BCttner_Schneewittchen_1.jpg). CC BY 2.0

Snow White Picture 2

Note. Adapted from *Snow White in the forest* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_2.jpg). CC BY 2.0

Snow White Picture 3

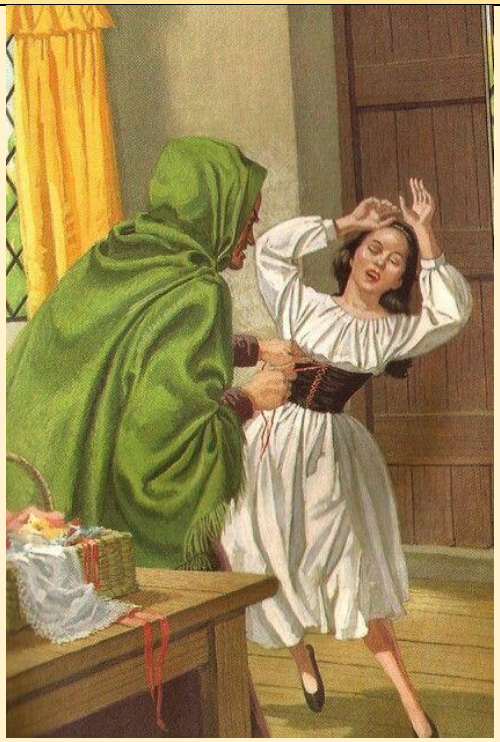
Note. Adapted from *The dwarfs find Snow White asleep* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_3.jpg). CC BY 2.0

Snow White Picture 4

Note. Adapted from *The dwarfs leave Snow White in charge* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_5.jpg). CC BY 2.0

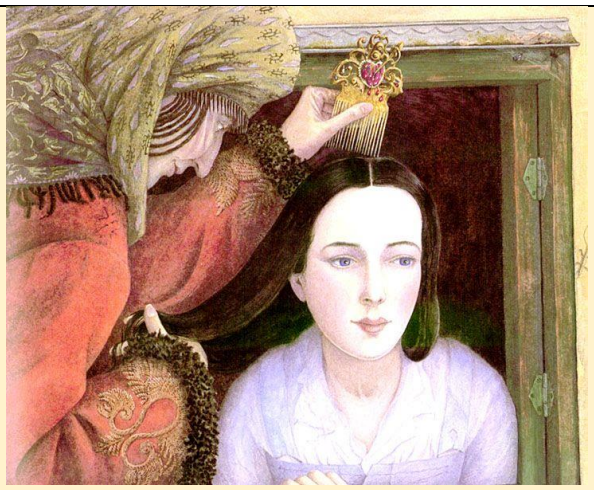
Snow White Picture 5

Note. Adapted from *The Queen visits Snow White* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_5.jpg). CC BY 2.0



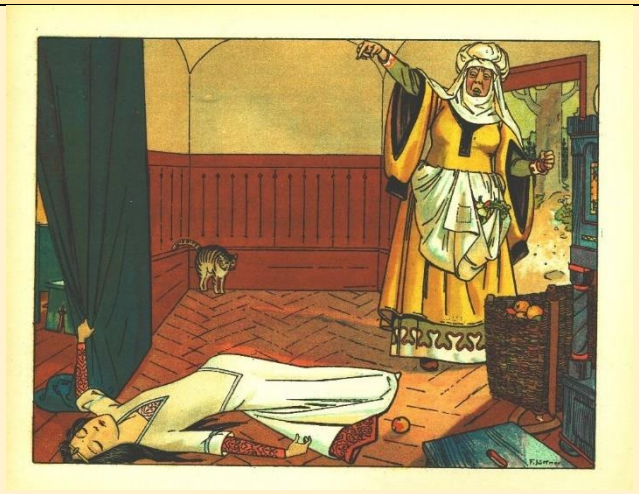
Snow White Picture 6

Note. Adapted from *SW: The Many Deaths of Snow White* [Illustration] by Franz Jüttner, (n.d.), Pinterest. (https://www.pinterest.es/OnceUponABlog/sw-the-many-deaths-of-snow-white/). CC BY 2.0



Snow White Picture 7

Note. Adapted from *Snow White* [Illustration] by Angela Barret, (1991), Pinterest. (https://www.pinterest.es/pin/384705993141276618/). CC BY 2.0

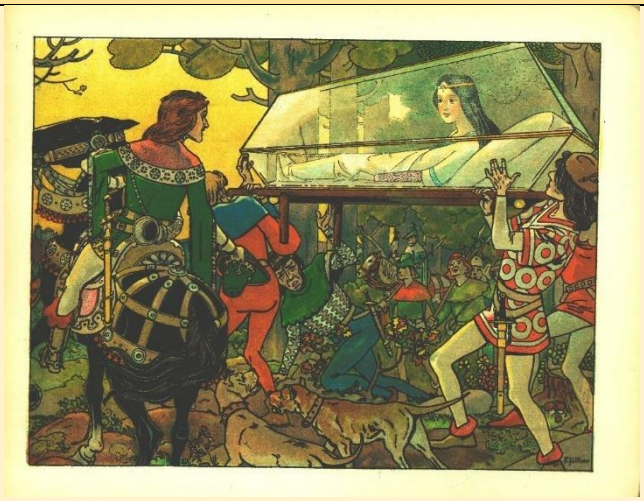


Snow White Picture 8

Note. Adapted from *The Queen has poisoned Snow White* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_6.jpg). CC BY 2.0

Snow White Picture 9

Note. Adapted from *Snow White bersama tujuh kurcaci dan pangeran* [Illustration] by Magnolia Box, (2019), Grid Hot. (https://hot.grid.id/read/181717223/disney-beberkan-jalan-cerita-asli-snow-white-putri-salju-siuman-bukan-karena-dicium-pangeran-tapi-karena-ini). CC BY 2.0



Snow White Picture 10

Note. Adapted from *The Prince awakes Snow White* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_7.jpg). CC BY 2.0

Snow White Picture 11

Note. Adapted from *The Queen discovers and confronts Snow White at her wedding* [Illustration] by Franz Jüttner, 1910, Wikipedia. (https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_8.jpg). CC BY 2.0

Snow White Picture 12

Note. Adapted from *La Vengativa Blancanieves* [Illustration] by Buena Mente, (n.d.), Grid Hot. (https://buenamente.co/post/14-finales-reales-de-disney-que-nunca-vimos-en-la-pantalla/14942). CC BY 2.0

Digital version of these images can be found by clicking here.

2.5.4. Snow White Plot Checklist

Check the order of the cards using this checklist.		
Group	**Members**	
Card Description	**Number**	**Yes/No**
The Evil Queen is looking at the mirror in the palace.	1	
Snow White escapes from the Queen through the forest.	2	
Snow White is found sleeping at the dwarves' house.	3	
The dwarves warn Snow White that the Evil Queen can trick her.	4	
The Evil Queen arrives at the dwarves' house selling laces.	5	
The Evil Queen tries to kill Snow White by tying a tight lace around Snow White's chest.	6	
The Evil Queen tries to kill Snow White with a poisonous comb.	7	
The Evil Queen kills Snow White with a poisonous apple.	8	
Snow White is buried in a glass coffin. The Prince finds her.	9	
When moving the coffin, Snow White awakes and is rescued by the prince.	10	
The Evil Queen attend Snow White's wedding but is recognised by her.	11	
The Evil Queen is punished to dance wearing hot-iron shoes.	12	

This material is of own creation.

2.5.5. The parts of a fairy tale

PARTS OF A FAIRYTALE

A **fairy tale** is a story written for children which involves fantasy creatures like dragons and magic.

A fairy tale can be divided into 3 different parts:

Introduction	It is the first part of the story. In this part, we know the basis of the story. It means that the characters are presented, heroes and villains.
Climax	It is the second part of the story. In this part we know what the problem is (The problem is presented). All the important events of a story take place in this part of the story.
Denouement or Ending	It is the third and final part of a story. In the ending, the problem is solved. With this solution, the fairy tale comes to an end.

Adapted from Cambridge University Press (2008) & Martinez Urbano (2011).

A digital version can be seen by clicking here. Adapted from Cambridge University Press (2008) & Martinez Urbano (2011)

2.6. Lesson 6: Fairy Tales

2.6.1. Steps of writing process

THE WRITING PROCESS: STEPS

When we want to do a perfect writing, we need to follow a series of steps to achieve it. Writing requires time and organization, for that reason, at class we are going to follow the next order:

Pre-Writing	*Placed in Lesson 6.* In the pre-writing step, we do not write. The pre – writing step is a moment for research and think about the ideas that we want to include in our writing. We try to be encouraged for doing a writing. In this unit, we look for ways of making a fairy tale diverse.
Drafting	*Placed in Lesson 10.* This is our first try of writing. It is a quick version of the story. We do not worry about the grammar or the connectors. Even we do not care about the neatness. In the draft we try to write the ideas from the previous step but in order. We also include some descriptions to know how the scenes and the characters are. This is not a final version and requires a revision.
Revising	This step is carried out by the teacher. The teacher checks the draft and looks for errors or mistakes that may appear in the draft. The teacher provides students with feedback for reaching the best final version as possible.
Editing	*Placed in Lesson 14.* With the feedback provided by the teacher, students write a clean version of the writing. We are conscious about the grammar and the vocabulary that we need, and we try to link all ideas with connectors. The formal aspects are important so we must be careful when writing it. Writing a final version takes time.
Evaluating	This step is also carried out by the teacher. The teacher corrects and grade the work. It is necessary before sharing the story.

A digital version of this paper can be found by clicking here. Adapted from Seow (2002).

2.6.2. Websites and Questions for the research

Useful Sites about Fairytales

- **Wikipedia:** Even if this site can be not recommendable, the entries about fairy tales are well structured and they offer summaries of different versions of a same tale. www.en.wikipedia.org
- **World of tales:** This website offer complete tales for different regions of the world, including the tales compiled by Grimm Brothers, for example. https://www.worldoftales.com/index.html#gsc.tab=0
- **Anatarambana:** This Spanish website contains information related to different books for kids. Between the entries of this blog, it can be found some articles related to fairy tales. https://anatarambana.blogspot.com/
- **Fairy Talez:** Website which compiles lots of fairy tales from different parts of the world. Similar to World of Tales. https://fairytalez.com/

Questions for a good research

1. Can you explain the plot of other traditional fairy tales? Some well-known authors are the Grimm Brothers, Charles Perrault, Hans Christian Andersen or Madame de Villeneuve. Try to look for tales written by the previous authors.
2. These traditional fairy tales that you have found have similar endings to those presented at class during storytelling. Look for the endings of some fairy tales written by the authors previously mentioned and write what is the solution to the problem. Write also what happens to the main protagonists.
3. As you can checked, weddings are a common way for solving problems in fairy tales. Can you find traditional fairy tales that does not have a wedding as the main solution. Provide the name of the tale and the solution proposed to the problem.
4. The main couple of a fairy tale are often a boy and a girl. Can you find on the internet traditional fairy tales that have different types of couples?
5. Do you think that traditional fairy tales are similar between them when talking about characters and problem solution? What ideas can be included for making a fairy tale different?

A digital version can be found by clicking here. This material is of own creation.

2.7. Lesson 7: Storytelling Sleeping Beauty

2.7.1. Written version Sleeping Beauty.

SLEEPING BEAUTY

BY THE BROTHERS GRIMM

I

Once upon a time there lived a king and queen who were very unhappy because they had no children. But at last a little daughter was born, and their sorrow was turned to joy. All the bells in the land were rung to tell the glad tidings.

The king gave a christening feast so grand that the like of it had never been known. He invited all the fairies he could find in the kingdom—there were seven of them—to come to the christening as godmothers. He hoped that each would give the princess a good gift.

When the christening was over, the feast came. Before each of the fairies was placed a plate with a spoon, a knife, and a fork—all pure gold. But alas! As the fairies were about to seat themselves at the table, there came into the hall a very old fairy who had not been invited. She had left the kingdom fifty years before and had not been seen or heard of until this day.

The king at once ordered that a plate should be brought for her, but he could not furnish a gold one such as the others had. This made the old fairy angry, and she sat there muttering to herself.

A young fairy who sat near overheard her angry threats. This good godmother, fearing the old fairy might give the child an unlucky gift, hid herself behind a curtain. She did this because she wished to speak last and perhaps be able to change the old fairy's gift.

At the end of the feast, the youngest fairy stepped forward and said, "The princess shall be the most beautiful woman in the world."

The second said,

"She shall have a temper as sweet as an angel."

The third said,

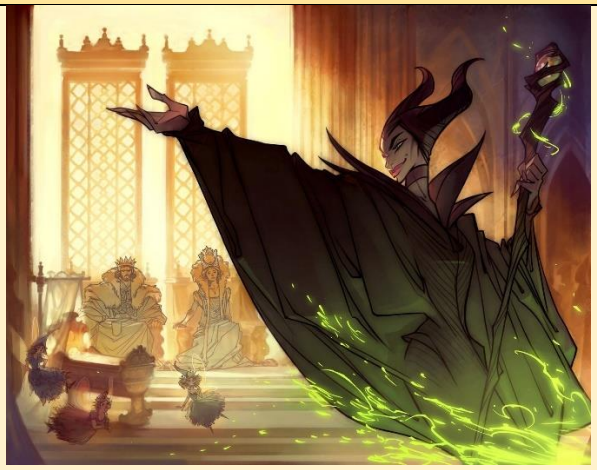
— 1 —

The complete version can be found by clicking here. Adapted from Florida Center for Instructional Technology (n. d.)

2.7.2. Fairy tale images

Sleeping Beauty Picture 1

Note. Adapted from *Sleeping Beauty* [Illustration] by Jesús Blasco, n.d., Lefranc, Alix, Jhen et les autres. (https://lectraymond.forumactif.com/t324p125-jesus-blasco-un-grand-d-espagne). CC BY 2.0



Sleeping Beauty Picture 2

Note. Adapted from *The Curse of Maleficent* [Illustration] by Nicholas Kole, 2014, Studio made in PB. (https://studiomadeinpb.wordpress.com/2014/06/09/nicholas-kole-divulga-ilustracoes-do-livro-the-curse-of-maleficent-the-tale-of-a-sleeping-beauty-2/the-curse-of-maleficent-by-nicholas-kole-28/). CC BY 2.0

Sleeping Beauty Picture 3

Note. Adapted from *Briar Roase* [Illustration] by Anne Anderson, n. d., Wikimedia Commons. (https://commons.wikimedia.org/wiki/File:Briar_Rose_-_Anne_Anderson.jpg). CC BY 2.0

Sleeping Beauty Picture 4

Note. Adapted from *The Sleeping Princess* [Illustration] by Viktor Vasnetsov, 1926., The Web Gallery of Impressionism. (http://impressionistsgallery.co.uk/artists/Artists/tuv/Vasnetsov/1.html). CC BY 2.0

Sleeping Beauty Picture 5

Note. Adapted from *Prince of Sleeping Beauty* [Illustration] by Heinrich Leutemann or Carl Offterdinger, n.d.., Wikipedia. (https://it.wikipedia.org/w/index.php?title=File:Prince_of_Sleeping_Beauty.jpg&mobileaction=toggle_view_desktop). CC BY 2.0

Sleeping Beauty Picture 6

Note. Adapted from *Sleeping Beauty* [Illustration] by Edward Frederick Brewtnall, n.d., Kmozzart. (https://blog.daum.net/kmozzart/2180). CC BY 2.0

Sleeping Beauty Picture 7

Note. Adapted from *Le marriage de la belle* [Illustration] by Liebig Company, n.d., Alamy. (https://www.alamyimages.fr/photo-image-beaute-de-sommeil-traduction-sleeping-beautys-wedding-le-mariage-de-la-belle-liebig-company-cartes-a-collectionner-83340796.html?pv=1&stamp=2&imageid=F95C237E-3CFD-4580-84D2-03B919AF6C11&p=54604&n=0&orientation=0&pn=1&searchtype=0&IsFromSearch=1&srch=foo%3dbar%26st%3d0%26pn%3d1%26ps%3d100%26sortby%3d2%26resultview%3dsortbyPopular%26npgs%3d0%26qt%3dmarriage%2520royals%2520groom%26qt_raw%3dmarriage%2520royals%2520groom%26lic%3d3%26mr%3d0%26pr%3d0%26ot%3d0%26creative%3d%26ag%3d0%26hc%3d0%26pc%3d%26blackwhite%3d%26cutout%3d%26tbar%3d1%26et%3d0x000000000000000000000%26vp%3d0%26loc%3d0%26imgt%3d0%26dtfr%3d%26dtto%3d%26size%3d0xFF%26archive%3d1%26groupid%3d%26pseudoid%3d%26a%3d%26cdid%3d%26cdsrt%3d%26name%3d%26qn%3d%26apalib%3d%26apalic%3d%26lightbox%3d%26gname%

3d%26gtype%3d%26xstx%3d0%26simid%3d%26saveQry%3d%26editorial%3d1%26nu%3d%26t%3d%26edoptin%3d%26customgeoip%3d%26cap%3d1%26cbstore%3d1%26vd%3d0%26lb%3d%26fi%3d2%26edrf%3d%26ispremium%3d1%26flip%3d0%26pl%3d). CC BY 2.0

A digital version of these images can be found by clicking here.

2.7.3. Sleeping Beauty Image

A digital version can be found by clicking here. Adapted from *Sleeping Beauty* [Illustration] by The Walt Disney Company, 2009., Amazon. (https://images-na.ssl-images-amazon.com/images/I/81Xc4IiM-tL._SL1500_.jpg). CC BY 2.0

2.7.4. Vocabulary Flashcards

A digital version can be found by clicking here. This material is of own creation.

2.8. Lesson 8: I wasn't planning this lesson.

2.8.1. Musical Video

This video can be found on You Tube by clicking here. Video extracted from Eitan Baron, 2017.

This video also can be found on Google Drive by clicking here.

2.8.2. Written version of the tale (Divided)

1. INTRODUCTION (I)

Once upon a time there lived a king and queen who were very unhappy because they had no children. But at last a little daughter was born, and their sorrow was turned to joy. All the bells in the land were rung to tell the glad tidings.

The king gave a christening feast so grand that the like of it had never been known. He invited all the fairies he could find in the kingdom—there were seven of them—to come to the christening as godmothers. He hoped that each would give the princess a good gift.

When the christening was over, the feast came. Before each of the fairies was placed a plate with a spoon, a knife, and a fork—all pure gold. But alas! As the fairies were about to seat themselves at the table, there came into the hall a very old fairy who had not been in fore and had not been seen or heard of until this day.

The king at once ordered that a plate should be brought for her, but he could not furnish a gold one such as the others had. This made the old fairy angry, and she sat there muttering to herself.

A young fairy who sat near overheard her angry threats. This good godmother, fearing the old fairy might give the child an unlucky gift, hid herself behind a curtain. She did this because she wished to speak last and perhaps be able to change the old fairy's gift.

2. INTRODUCTION (II)

At the end of the feast, the youngest fairy stepped forward and said, "The princess shall be the most beautiful woman in the world."

The second said,

"She shall have a temper as sweet as an angel."

The third said,

"She shall have a wonderful grace in all she does or says."

The fourth said,

"She shall sing like a nightingale."

The fifth said,

"She shall dance like a flower in the wind."

The complete document can be found by clicking here. Adapted from Florida Center for Instructional Technology (n. d.)

2.8.3. Power Point Past Continuous (Example)

The complete version of this Power Point can be seen by clicking here. This material is of own creation.

2.8.4. Past Continuous Rules

PAST CONTINUOUS

1. AFFIRMATIVE STRUCTURE

The basic structure for using the past continuous (affirmative form) is:

[Subject] [Was/Were] [Verb -ing] [Complements]

For example:

- I was playing with Samuel.
- He was eating a chocolate bar.
- We were deciding to move to London.
- You were drinking a Coke in the party.
- She was copying a verse from this poem.
- They were writing a letter.

Be careful! The first person and the third person changes when using the past continuous affirmative form!

2. NEGATIVE FORM

The basic structure for using the past continuous (negative form) is:

[Subject] [Wasn't/Weren't] [Verb -ing] [Complements]

For example:

- I wasn't playing football.
- He wasn't eating pasta.
- We weren't deciding anything.
- You weren't drinking the glass of milk.

The complete version of this document can be seen by clicking here. This material is of own creation.

2.8.5. Funny Video

This video can be found on You Tube by clicking here. Video extracted from English Through Videos, 2016. This video also can be found on Google Drive by clicking here.

2.9. Lesson 9: Storytelling Prince and Knight

2.9.1. Portraits and Name Cards

Prince

Knight

King

Queen

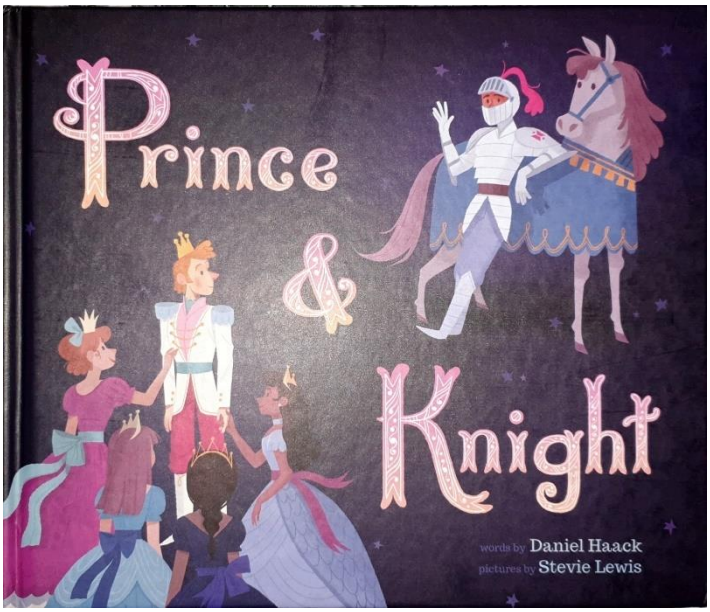
Princess

Dragon

These images can be found online by clicking here.

Note. Adapted from *Prince & Knight* [Illustration] by Stevie Lewis and Daniel Haack, 2018. CC BY 2.0

2.9.2. Written version Prince and Knight.



This fairy tale is not available for free. For that reason, the digital complete version is not included. *Note.* Adapted from *Prince & Knight* [Illustration] by Stevie Lewis and Daniel Haack, 2018. CC BY 2.0

2.9.3. Characters Question Sheet

Group	**Members**
The Prince	*The Knight*
- What do you think is the role of the Prince? - What is the real role of the Prince? - Who do you think he is in love with? - Who is he truly in love with?	- What do you think is the role of the Knight? - What is the real role of the Knight? - Who do you think he is in love with? - Who is he truly in love with?
The King	*The Queen*
- What do you think is the role of the King? -What is the real role of the King? - Do you think he loves his son? - Does he really love his son?	- What do you think is the role of the Queen? -What is the real role of the Queen? - Do you think she loves her son? - Does she really love her son?
The Princess	*The Dragon*
- What do you think is the role of the Princess? -What is the real role of the Princess? - Do you think that the princess need to be rescued? - Does she need to be saved?	- What do you think is the role of the Dragon? - What is the real role of the Dragon? - Do you think that the Dragon is evil? - Is the dragon evil?

This material is of own creation.

2.9.4. Debate Rules

Rules for a respectful debate

1. ***Listen carefully to your opponents***: Do not misunderstand their arguments.
2. ***Give reasons:*** Defend your position with evidence.
3. ***Answer the questions asked by your opponents:*** If you do not answer a question, your arguments are going to lose strength.
4. ***Accept your weakness:*** It does not matter if your position has weakness, there are not definitive positions in a debate.
5. ***Be relevant:*** Do not talk about topics that are far from the main issue.
6. ***Provide the necessary amount of reasons:*** It is not enough with an example, at least two or three. Also, the reasons that supports your idea must be strong enough.
7. ***Try to be clear:*** Define some concepts before introducing your opinion or arguments, it will avoid misunderstandings. Try to speak louder and slow too.
8. ***Look for the truth:*** Fake arguments are not a good strategy for defending your position.
9. ***Fair Game:*** Respect not only your opponents, but the right to talk as well. In a debate, insults or other kind of disrespect are not well seen. If you do not win, it is OK, congratulate your opponents.

Adapted from Bermúdez Vázquez et al. (2019)

2.10. Lesson 10: Knight can rescue princes.

2.10. 1. Inclusive Language Table

Heterosexual	People who is attracted to people of the opposite gender. In this case, they are men who likes women and men who likes women.
Bisexual	People who is attracted to people of both genders. They are men who likes men and women. They are women who likes women and men.
Homosexual	People who is attracted to people of the same gender.
Gay	Men who are attracted to men.
Lesbian	Women who are attracted to women.

This material is of own creation.

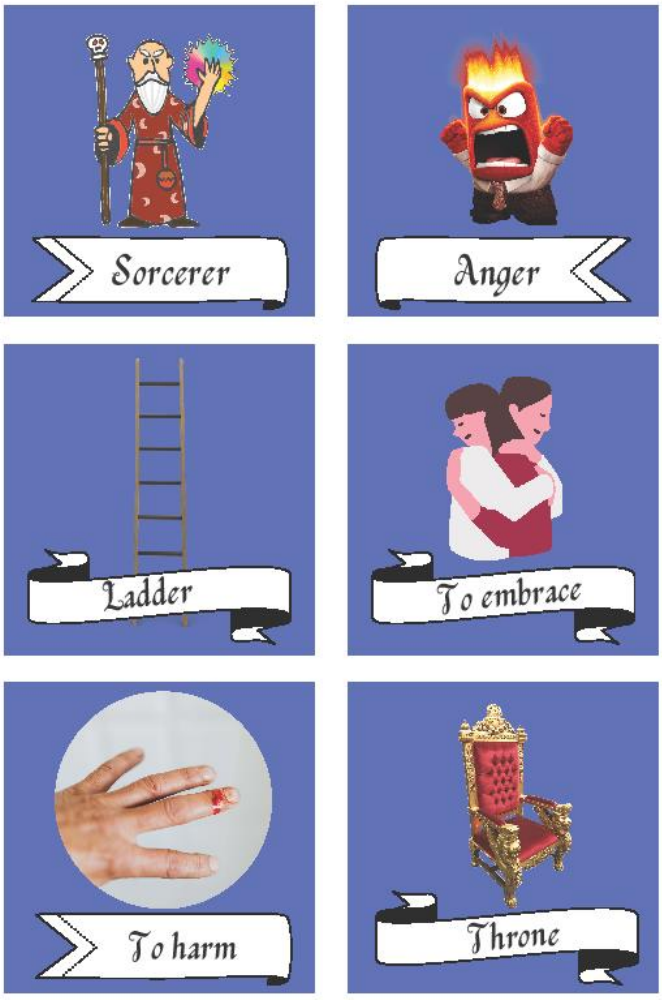
2.11. Leson 11: Storytelling Princess Li

2.11.1 Images from the tale – Written version of the tale

As it was not possible to get this fairy tale, the images and the written information can be seen in the following video. The video can be accessed via You Tube, by clicking here. Video extracted from Ade MarLo, 2018.

This video is also uploaded in Google Drive. It can be access through the following link.

2.11.2 Vocabulary Flashcards



A digital copy of these flashcards can be found in the following link.

This material is of own creation.

2.12. Lesson 12: Stereotypes and Prejudices

2.12.1. Like a girl (Video)

This video can be found on You Tube by clicking here. Video extracted from Always, 2014.

This video also can be found on Google Drive by clicking here.

2.12.2. Research Sheet

Questions for a good research

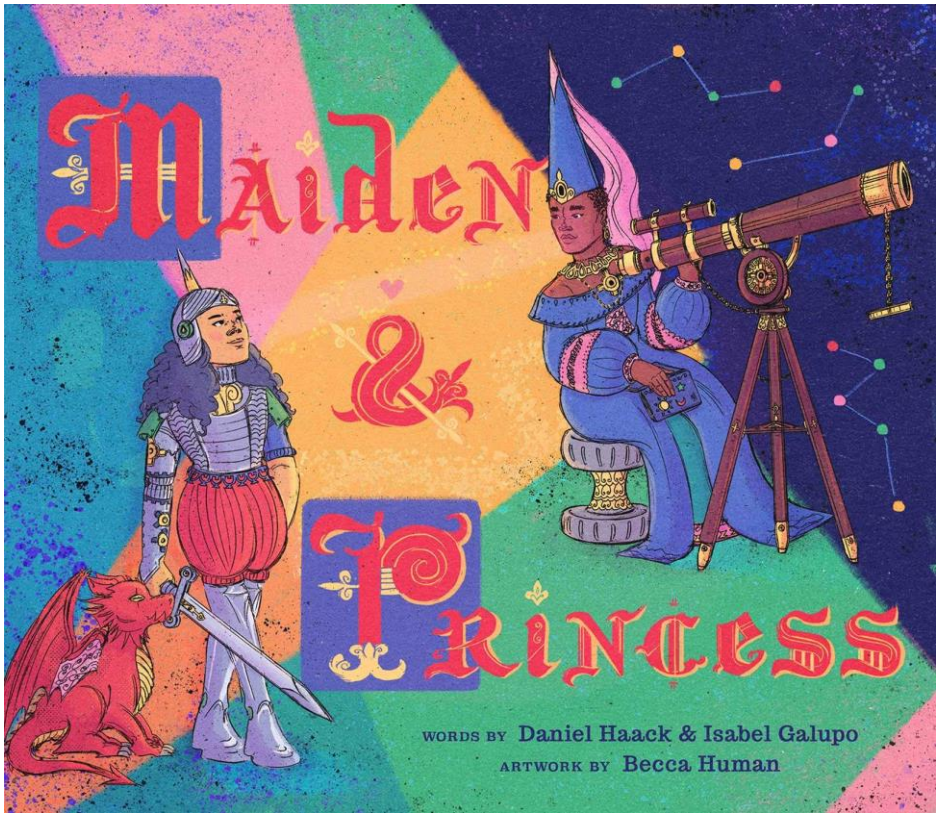
1. First, think about yourself. Have you ever been victim of these prejudices or stereotypes? Have you ever been told that you were doing something like a girl? Have you ever been judged by the colour of your clothes or similar things? If the answer is yes, how did you feel?
2. Do you think that women are victims of these stereotypes and prejudices? Look for it on the internet and copy some stereotypes or prejudices that concern women. Have you ever heard about the prejudices and stereotypes that you are finding? As a woman/If you were a woman, how would you feel if a person call you like this?
3. Something similar happen to the people from the LGBT community. Look for stereotypes and prejudices concerning the LGBT community on the internet. How do you think that they feel when they are told these things? Is it fair?
4. Now, let's focus on the fairy tales. Look for stereotypes on fairy tales (don't worry, there is information about it? Have you ever thought about this problem? When listen to these stories, have you ever felt that women were not considered as strong as men, for example? Are real women like the girls from fairy tales?
5. Do you think that men are victims of prejudices or stereotypes? Answer before looking for information on the internet. Look for on the internet about stereotypes and prejudices that concerns men and copy some of them. Do you think that these stereotypes are the same as the women stereotypes?

A digital copy of these questions can be found by clicking here.

This material is of own creation.

2.13. Lesson 13: Storytelling Maiden and Princess

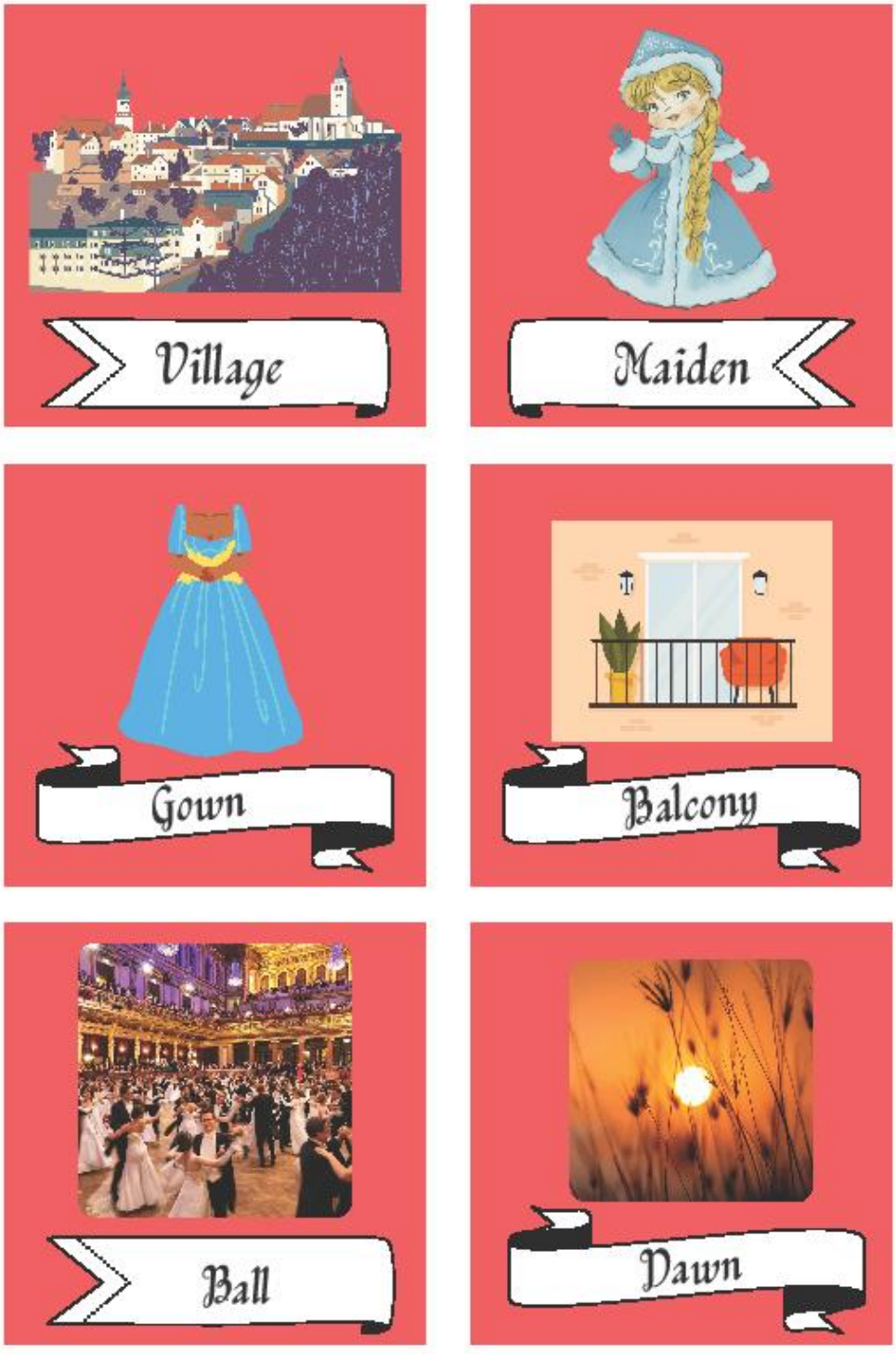
2.13.1. Fairy tale's cover



A digital version of this image can be accessed by clicking here.

Note. Adapted from *Maiden & Princess* [Illustration] by Becca Human, Daniel Haack and Isabel Galupo, 2018. CC BY 2.0

2.13.2. Vocabulary flashcards



A digital version of these flashcards can be checked by clicking here.

This material is of own creation.

2.14. Lesson 14: Writing the ending

2.14.1. Useful Structures

Opening Sentences	
Once upon a time…	Long, long ago
In a farway land…	There was once
Ending Sentences	
Happily ever after.	And they lived happily ever after.

This material is of own creation.

2.14.2. Useful vocabulary

A digital version can be used by clicking here.

This material is of own creation.

2.15. Logbook

The complete logbook can be found by clicking here. This material has been done by me.

2.15.1. Logbook Lesson 1 – Lesson 3 (Example)

1. We are working on...

Write here all the activities that you are doing at class.

2. We are learning...

Write here all the words, grammar or any content that you are learning today.

3. The most difficult part is...

4. We are the best at...

The easiest part is...

We can explain (name the vocabulary, grammar you can use or the things that you remember better).

5. Our Moods

Student 1 name

Student 2 name

Student 3 name

Student 4 name

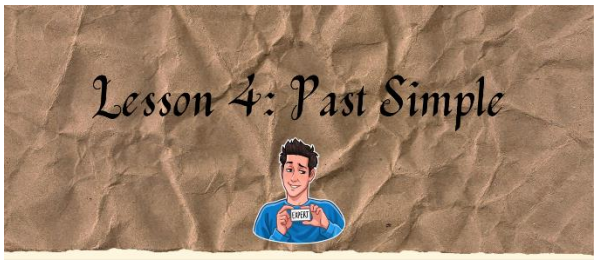
Circle the emoticon that better fits for you today.

6. Other notes

Write here other thoughts that maybe were not included in previous steps.

Save all the materials created or used in this lesson.

2.15.2. Logbook Lesson 4 – Lesson 14 (Example)



1. What did you do today?

Today we...

At the beginning...

2. What did you learn?

Write here all the things (words, sentences...) you have learnt today

3. Our difficulties

The most difficult part was...

We didn't understand...

For improving, we can...

4. Our Strengths

The easiest part was...

We can explain (name the vocabulary, grammar you can use or the things that you remember better).

5. Our Moods

Student 1 name

Student 2 name

Student 3 name

Student 4 name

Circle the emoticon that better fits for you today.

6. Other notes

Write here other thoughts that maybe were not included in previous steps.

Save all the materials created or used in this lesson.

APPENDIX 3. ASSESSMENT MATERIALS

3.1. Lesson 2. Describing Cinderella

3.1.1. Sentences and interview's rubric

Name:	Bad (1 – 4)	Good (5 – 8)	Excellent (9 – 10)
Number of adjectives	The sentences and the interview do not present adjectives.	The sentences present one adjective per sentence. The interview contains 5 adjectives.	The sentences present one adjective per sentence. The interview contains more than 5 adjectives.
Grade of adjectives	All the adjectives have the same grade, positive.	The sentences contains adjectives from 2 different grades in different sentences. The interview contains adjectives from 2 different grades.	The student uses the adjectives in three grades in different sentences. The interview contains adjectives in 3 different grades.
Grammar (Adjectives)	The student writes the adjective after the noun. The student changes the number of the adjective if he/she uses plural nouns.	In general, the student writes the adjectives before the noun, but he/she forgets about the rule at some moments. (Between 1 and 3 per 10 adjectives)	The student writes all the adjectives before the noun. The students is conscious about the adjectives not changing its number when complementing plural nouns.

		In general, the student do not change the number of the adjective, but some adjectives are changed when using plural nouns.	
Grammar (Verbs)	There is not agreement between the verb and the subject. The student do not know that the verb changes when using the third person.	In general, the student knows that there is agreement between verb and the subject. But there are still some mistakes when using the third person.	The student stablish an agreement between the verb and the subject. He/she knows that when using the third person, the verb changes.
Syntax	The student do not respect the order of the sentence elements (Subject + Verb + Complements)	The student generally respects the order of the elements but there are some mistakes at certain moments, when ordering the sentences' elements.	The student respects the order of the elements in a sentence without making mistakes.

This material is of own creation.

3.2. Lesson 3: Storytelling Rapunzel

3.2.1. Rapunzel Oral Description Rubric

Name:	Bad (1 – 4)	Good (5 – 8)	Excellent (9 – 10)
Use of adjectives	The student do not use any adjectives when doing his/her description.	The student use about 5 adjectives for doing his/her description if it is long. And uses about 2 or 3 adjectives if it is short.	The student uses 5 adjectives or more if he/she does a long description. The students uses more than 3 adjectives if the description is short.
Cohesion	The ideas provided by the student are not linked between them.	In general, the description provided by the student have cohesion but there are a couple of ideas that have no relation with the description. It can be seen an attempt of using connectors.	The students provide a good description in which all the ideas are connected between them. We can see that student tries to use connectors even if he/she is not asked to use them.
Syntax	The description made by the student is not structured with complete sentences. He or she just give some words but never complete sentences.	The description made by the student is, generally, structured by complete sentences but, when he/she does not know how to make a complete sentence, stop	The description made by the student is structured by complete sentences. When he/she does not know how to continue, tries to change the sentence for making it easier.

	It can be possible that the student creates sentences but without considering the structure Subject + Verb + Complements	talking or he/she gives some words without a structure.	
Mental Image	The description is really vague and does not provide enough elements for creating an image in the mind.	The description is more extensive. In general, we can make a mental picture of the scene but there are still missing some details that can be essential for creating the whole image in the mind.	The description is complete. The use of adjective and the specificity of the description allows to create a complete image of the scene in the mind.

This material is of own creation.

3.2.2. Plot Checklist

Cross Yes or No depending on the presence or not of the following elements in the group's comic.		
Group	**Members**	
Introduction	**Yes**	**No**
Rapunzel's dad steals the rampions for her wife.		
Rapunzel's dad is caught by the Witch, and he makes a deal with her.		
The Witch kidnaps Rapunzel from her parents.		
Climax	**Yes**	**No**
The Witch locks Rapunzel up in the tower.		
The Witch uses Rapunzel's hair for climbing up to the Tower.		
Rapunzel meets the Prince.		
Rapunzel and the Prince design a plan for escaping from the Tower.		
The Witch discovers the plan and banishes Rapunzel from the Tower.		
The Witch impersonate Rapunzel and blinds the Prince.		
Ending	**Yes**	**No**
Rapunzel is the mother of two twin children.		
Rapunzel and the Prince meet again.		
Rapunzel's tears cures Prince's blindness.		
Rapunzel and the Prince live happily ever after.		
Other notes:		

This material is of own creation.

3.3. Lesson 4: Rapunzel Escaped

3.3.1. Observation Guide (Past Simple)

<table>
<tr><td colspan="2">Name:</td></tr>
<tr><td>Group:</td><td>Date:</td></tr>
<tr><td>Participation
Does the student take part in the activity? Does the student respect the right to talk? Is the student coherent with the topic of the conversation? Does the student make an effort for answering even if the grammar is wrong or the answer is non-correct?</td><td>Past Simple Affirmative
How is the structure used by the student for creating past simple sentences in the affirmative form? Does the student use properly the -ed ending for regular verbs? Does the student know any irregular verbs? Does the student change something when using 3rd person? What is the most common mistake? Take note of some examples.</td></tr>
<tr><td>Past Simple Negative
How is the structure used by the student for creating past simple sentences in the negative form? Does the student use did not (didn't) instead of do not (don't)/does not (doesn't)? Does the student change the verb into the past? What is the most common mistake? Take note of some examples.</td><td>Past Simple Question
How is the structure used by the student for creating past simple sentences in the interrogative form? Does the student use did instead of do/does? Does the student change the verb into the past? What is the most common mistake? Take note of some examples.</td></tr>
<tr><td>Time reference
Does the student make reference to concrete moments when asking about the past? Does the student use expressions like yesterday, the other day...? Take note of some examples</td><td>Short and long answers
When using short answers, does the student use the structure 'Yes, I did'/'No, I didn't?
Did the student change the tense when answering the questions? Does the student answer in any other time tense?</td></tr>
<tr><td colspan="2">Other Notes:</td></tr>
</table>

A digital version of this observation guide can be found by clicking here.

This material is of own creation.

3.4. Lesson 5: Storytelling Snow White

3.4.1. Observation Guide

<table>
<tr><td colspan="2">Name:</td></tr>
<tr><td>Group:</td><td>Date:</td></tr>
<tr><td>Participation
Does the student take part in the activity? Does the student respect the right to talk? Is the student coherent with what the teacher ask him/her? Does the student make an effort for answering even if the grammar is wrong or the answer is non-correct?</td><td>Answer (Content)
Are the answers correct or not? If it is necessary a justification, does the student give a justification? Does the student remember concrete details if ask?</td></tr>
<tr><td colspan="2">Past Tense
Does the student use the past simple when ask in past simple? If the question is a yes-or-no type, does the student use the structures 'Yes, I did' or 'No, I didn't? When using the past tense in affirmative form, does the student change the time of the verb? When the student changes the time of the verb, does the student use irregular verbs and regular structures correctly? When the student uses the negative form, does the student use did not (didn't) instead of do not (don't)/does not (doesn't)? How did the student overcome an obstacle if he/she does not know the tense form of a verb?</td></tr>
<tr><td colspan="2">Other Notes:</td></tr>
</table>

A digital version of this guide can be found by clicking here.

This material is of own creation.

3.5. Lesson 7. Storytelling: Sleeping Beauty

3.5.1. Observation Guide

<table>
<tr><td colspan="2">Name:</td></tr>
<tr><td>Group:</td><td>Date:</td></tr>
<tr><td>Participation
Does the student take part in the activity? Does the student respect the right to talk? Does the student respect the opinion of his/her classmates? Does the student make an effort for answering even if the grammar is wrong or the answer is non-correct?</td><td>Formal Aspects
Is the grammar correct? When using a concrete verb tense, does the student follow the syntactic rules? When using different time tenses, does the student make the necessary modifications for adapting the verbs or the structures? Does the student take into account the use of the third person?</td></tr>
<tr><td>Communication
Is the student clear when he/she is talking? Does the student use any communication strategy for overcome obstacles? If the answer is yes, what are these strategies? If the student is not understood by his/her classmates, does the student try to explain concepts or clarify his/her ideas?</td><td>Content
When giving an opinion, does the student base the opinion on an argument? If the arguments are wrong, does the student correct them? If the students has a controversial position, does the student foster the debate or does he try to be neutral?</td></tr>
<tr><td>Coherence
Is the student coherent with the topic of the conversation? Does the student talk about the topic of the conversation? Has the student's ideas got a coherence between them? Can you detect any abrupt change of mind?</td><td>Cohesion
About the ideas presented by the student, are they connected? Does the student go from one idea to another without no reason? Does the student use connectors for linking his/her ideas?</td></tr>
<tr><td colspan="2">Other Notes:</td></tr>
</table>

A digital version can be found by clicking here.

This material is of own creation.

3.5.2. Checklist Fairy tale Sleeping Beauty (Plot)

Cross Yes or No depending on the presence or not of the following elements in the group's comic.		
Group	**Members**	
Introduction	**Yes**	**No**
Sleeping Beauty is born.		
The King and the Queen organises a christening for the princess.		
All the fairies are invented except one who is an Evil Fairy.		
The Evil Fairy curses Sleeping Beauty with a terrible death.		
A Good Fairy changes the curse by saying that she will sleep 100 years.		
Climax	**Yes**	**No**
The King burns all spindles because they are the trigger of the curse.		
Sleeping Beauty grows up and meets an old lady.		
The Old Lady invites her to spin but she prickles her finger with the spindle.		
Sleeping Beauty falls in a deep sleep and all inhabitants of the kingdom as well.		
The King and The Queen leave the Kingdom		
Sometime after that, a Prince arrives.		
Ending	**Yes**	**No**
The prince kisses Sleeping Beauty and she wakes up.		
The inhabitants of the kingdom wakes up.		
Sleeping Beauty and the Prince get married.		
Other notes:		

This material is of own creation.

3.5.3. Checklist Description

Cross Yes or No depending on the presence or not of the following elements in the group's comic.		
Group	**Members**	
Criteria	**Yes**	**No**
Student uses adjectives in positive grade.		
Student uses adjectives in comparative grade.		
Student uses adjectives in superlative grade.		
Student uses present simple for making a description.		
Student writes about the physical appearance of the princess.		
Student writes about the psychological appearance of the princess.		
Student writes about the physical appearance of the prince.		
Student writes about the psychological appearance of the prince.		
Student explains who is her/his favourite character.		
Student gives reasons about he prefers one character or another.		
Student says somehow that the princess is weak or passive.		
Student says that the prince is strong.		
Student adds information that appears in the story.		
Student adds information created by him.		
Other notes:		

This material is of own creation.

3.6. Lesson 8: I wasn't planning this lesson.

3.6.1. Observation Guide

Name:	
Group:	**Date:**
Participation *Does the student take part in the activity? Does the student respect the right to talk? Is the student coherent with the topic of the conversation? Does the student make an effort for answering even if the grammar is wrong or the answer is non-correct?*	**Past Continuous Affirmative** *How is the structure used by the student for creating past continuous sentences in the affirmative form? Does the student use properly the -ing ending for using the gerund? Does the student use the correct form of verb to be in past? Does the student change something when using 3rd person? What is the most common mistake? Take note of some examples.*
Past Continuous Negative *How is the structure used by the student for creating past continuous sentences in the negative form? Does the student use was not (wasn't) or were not (weren't)? Does the student change the verb into the gerund form? What is the most common mistake? Take note of some examples.*	**Past Continuous Question** *How is the structure used by the student for creating past continuous sentences in the interrogative form? Does the student use was/were instead of did? Does the student change the verb into the gerund form? What is the most common mistake? Take note of some examples.*
Time reference *Does the student make reference to concrete moments when asking about the past? Does the student use expressions like yesterday, the other day…? Take note of some examples Does the student difference between while and when?*	**Short and long answers** *When using short answers, does the student use the structure 'Yes, I was/'No, I wasn't?* *Did the student change the tense when answering the questions? Does the student answer in any other time tense different from the one used in the question?*
Other Notes:	

This guide can be seen by clicking here.

This material is of own creation.

3.7. Lesson 9: Storytelling Prince and Knight

3.7.1. Prince and Knight: Debate Checklist

Cross Yes or No according to the performance of each group during the debate.		
Group:	**Members:**	
Standards	**Yes**	**No**
The members of the group listen carefully to the opponents' arguments.		
The members of the group show understanding for the questions and arguments set out by the opponents.		
The members of the group ask questions or try to understand if they do not understand the argument or another question.		
The ideas and comments of the group are based on reasons. For example, when they say that they like something, they say why they like it.		
The group answer the questions asked by other groups.		
If it is necessary, the groups accept the weakness that their arguments have.		
The group present ideas and make comments that are related to the main topic. They avoid questions and opinions that are not linked to the main topic.		
The arguments provided by the students are numerous and good enough.		
If it is necessary, the group defines some concepts or clarify their ideas to avoid misunderstandings.		
The rhythm and the pace of the members who participate in the debate allows a correct tracking of their ideas		
The group debate with good arguments which are no based on lies.		
The students show respect for the rest of their classmates during the debate. For example, they do not insult to other members.		
The group shows a good attitude at the end of the debate, even if they have lost it.		
Other notes:		

3.8. Lesson 10: Knight can rescue princes.

3.8.1. Draft Checklist

Cross Yes or No according to the performance of each group during the debate.		
Group:	**Members:**	
Standards	**Yes**	**No**
The ideas selected by the students are related between them even if they are not linked with connectors.		
The events that students present are organised following a logical order even if they are not linked with connectors.		
The students provide with enough ideas for having a clear image of the story.		
The students have included descriptions of the main characters even if they are not integrated with the events of the story.		
The description provided of the main characters is good enough for making a clear image of those characters.		
The character's descriptions include adjectives in positive grade at least.		
The students have included descriptions of the main scenes even if they are not integrated with the events of the story.		
The description provided of the main scenes is good enough for making a clear image of those scenes.		
The scene's descriptions include adjectives in positive grade at least.		
The students shows some kind of reflection of the grammar that they are going to use in the final version of the rewriting.		
Students have included some kind of diversity even if stereotypes or prejudices can appear.		
Other notes:		

This material is of own creation.

3.9. Lesson 11: Storytelling Princess Li

3.9.1. Princess Li: Plot Checklist

Cross Yes or No depending on the presence or not of the following elements in the group's summary		
Group	**Members**	
Introduction	**Yes**	**No**
Li and her father, the king Wan Tan live in a Palace		
Li is in love with a woman called Beatrice		
Li and Beatrice play and kiss in the Palace		
Climax	**Yes**	**No**
King Wan Tan forces Li to choose a man for marrying him.		
Li refuses to marry a man		
King Wan Tan punishes Li by sending Li to her bedroom.		
Princess Li informs to her parent that sorcerer Chon Bin is evil		
Chon Bin turns Beatrice into a bird		
The Witch impersonate Rapunzel and blinds the Prince.		
Chon Bin plans to kill King Wan Tan for getting the throne.		
Ending	**Yes**	**No**
Beatrice stops the plan of Chon Bin, and she saves the King.		
Chon Bin transforms Beatrice back into a human girl.		
King sends Chon Bin to the jail.		
Princess Li and Beatrice get married		
Other notes:		

This material is of own creation.

3.10. Lesson 13: Maiden and Princess

3.10.1. Interview Rubric

Name:	Bad (1-4)	Good (5-8)	Excellent (9-10)
Presentation	The interviewer does not present the character that he/she is going to interview.	The interviewer presents the character that he/she is going to interview but some information is missing. The information that they should include is: • Name • Age • Profession	The interviewer presents the character that he/she is going to interview. The information that the interviewer provides is correct: • Name • Age (Invented) • Profession
Use of present simple	There are no questions using the present simple.	There are a few questions using the present simple. Even if the student knows that the third person need to be changed in present simple, he/she does not do it at concrete moments. The students uses the auxiliar verb do for creating interrogative sentences. Nevertheless, in	There are some questions using the present simple. The student considers the third person and make the necessary changes. The student uses the auxiliar verb do for creating interrogative sentences. If using the negative form, the student use do not

		concrete cases, it can be found that the students does not do it. The negation in the negative sentences, in general, is good but it can be found some cases in which the negation is not well done.	(don't) or does not (doesn't) for making the negation.
Past Simple/Past Continuous	There are no questions or answers related to the past.	The students asks at least one question related to the past and the answer is in accordance with that time tense. It seems that the student have some minor problems when differentiating the past simple and continuous. He/She uses the different forms of the past tense indistinctly for talking about different situations in the past. In general, the student know the irregular for of the	The students asks questions related to the past and the answers are in accordance with that time tense. The student does not show problems for differentiating past simple a past continuous. He/She uses the different forms of the past tense for talking about different situations in the past. The student knows the irregular forms of the verbs and uses them when it is necessary.

		verbs but there are still some mistakes related to it. Some irregular verbs are turned into regular verbs and vice versa. The student shows that he/she understands how to create the past continuous but there are some mistakes when using the past form of verb to be or when using the gerund of some verbs. The negation if included, is wrong at some points. It is probable that the students do not use the past form of verb to do or verb to be when making negations related to past simple or past continuous. An irregular use of verb to be and verb to do is observed	The student knows the use of the gerund and the verb to be in past when using the past continuous tense. The negation, if included, is made with auxiliar verb did (if Past Simple) or auxiliar verb was/were (if Past continuous). The questions are made correctly with the auxiliar verb did (if Past Simple) or auxiliar verb was/were (if Past Continuous).

		when asking questions about the past. The student misunderstands the use of auxiliar verbs when asking questions.	
Descriptions (Adjectives)	There are no questions or answers related to descriptions.	The student includes at least one question or answer related to the use of descriptions. For doing the description, the student use more adjectives than necessary, being forced at some cases. It can be possible that the student does not include the necessary adjectives, so the description can be a bit vague. The adjectives when presented, only have one grade or two. During the interview is not possible to see the	The student includes more than one question or answer that implies the use of descriptions. For doing the descriptions, the students use the necessary number of adjectives for not being forced (if too much) or vague (if only a few). The adjectives are presented in different grades (positive, superlative and comparative).

		three grades for different adjectives.	
Questions	There are less than 7 questions.	There are 7 questions.	There are more than 7 questions.

3.11. Lesson 14: Writing the ending

3.11.1. Ending's rubric

Name:	Insufficient (1-4)	Pass (5-6)	Good (7-8)	Excellent (9-10)
Fairy tale vocabulary and fairy tale structures.	The vocabulary is not adapted to the fairy tale that the group has chosen. There is an absence of fairy tale vocabulary. There is no structures like endings that are taken from fairy tales.	It appears vocabulary related to the fairy tales, but its presence is forced. Maybe appear some vocabulary that is not related to the topic or the fairy tale that the group has chosen. The structures are still absent, or they can appear with several mistakes.	The vocabulary presented in the ending writing is well adapted to the fairy tale, but it can be found some words, verbs or adjectives that maybe are not in accordance with the fairy tale that has been chosen. It appears structures like for example, endings, in the writing but they have some mistakes or are forced.	The vocabulary in the ending is completely adapted to the fairy tale that the group has chosen. Several examples of this fairy tale can be seen. There are structures like endings that are taken from fairy tales, and they are well integrated in the writing. Maybe there are some structures that did not appear in the recommended vocabulary/structures.

Adjectives	The use of adjectives is really bad. The group has not included adjectives with different grades. It can be even possible that the group has not included adjectives at all. There are a lack of descriptions in the fairy tale ending. It is difficult to imagine certain scenes or characters.	The use of adjective is slightly better. The group has not included adjectives with different grades but at least, the group has included them. It is possible that the presence of adjectives is forced or even they are too much according to the description provided. It is also possible that the group has not included adjectives in different grades. The descriptions are slightly better, but they still contains some mistakes that makes difficult to imagine certain scenes or characters	The use of adjectives is good. The adjectives are not forced but at some point, they can be numerous according to the description provided. The students have used adjectives in different grades, maybe making some mistake with them. But, at least, they try to use them. The descriptions are good, as they provide good explanations of concrete situations or characters. In this case, the representation of scenes and character is well carried out.	The group has made an appropriate use of the adjectives. The use of adjectives is correct, with the necessary number for not being too forced. The group also has included adjectives in different grades (positive, comparative and superlative). The descriptions are really good as they provide a concrete image of the scenes, or they provide a looks of a character.

Past Simple	The use of past simple is chaotic or is absent. The group has not understood the grammar and they have not used this time to talk about events that happened in the past. The students cannot differentiate between irregular verbs and regular verbs. At some point, the students even confuse the past simple with the past continuous. The students are not able to use Did for negative forms or question forms.	The use of past simple is slightly better. It seems that the group has understood part of the grammar, but it can be found some mistakes that must be corrected. The students know that this time tense for talking about the past, and they try to use it in those cases. The students in general can differentiate between irregular and regular verbs but there are still a lot of mistakes related to it. The students, in general, do not confuse the past simple with the past continuous but the use of	The use of past simple is good. The group has assimilated the content, but they have not processed all the information yet. There are a few mistakes. The students know that this time tense for talking about the past, and they use with no problems. The students can differentiate between regular and irregular verbs. Only a few verbs are found with the wrong ending. The students are aware of the use of past simple and past continuous. They recognise when they have to use them but, in certain	The use of past simple is excellent. The group has understood completely the grammar and they have used this past tense to talk about situations that started and ended in the past. These students can differentiate with no problems the regular and the irregular verbs. They have not confused the past simple with the past continuous at any moment in the rewriting. The students are able to use did for negative forms and question forms.

		those verbal tenses is not correct. It is possible that they use them indistinctly. The students start to be able to use did for the negative or the interrogative form.	moments, it seems that they have confusion with it. The students are able to use did for negative and interrogative form with no problems.	
Past Continuous	The use of past continuous is chaotic or is absent. The group has not understood the grammar and they have not used this time tense to talk about events that happened in the past during a period of time. The students cannot use the gerund form of the verb. They has completely forgot how to use it.	The use of past continuous is slightly better. It seems that the group has understood part of the grammar, but it can be found some mistakes that must be corrected. The students know that this time tense for talking about the past (with a continuation), and they try to use it in those cases.	The use of past continuous is good. The group has assimilated the content, but they have not processed all the information yet. There are not so many mistakes. The students know that this time tense for talking about the past (with a continuation), and they use with no problems. The students can use the gerund form of the verb.	The use of past continuous is excellent. The group has understood completely the grammar and they have used this past tense to talk about situations that started and ended in the past but that have some time of continuation. These students can use with no problems the gerund form of the verbs.

	At some point, the students even confuse the past simple with the past continuous. The students are not able to use was/were for negative forms or question forms.	The students in general can use the gerund form of verbs but there are still a lot of mistakes related to that. The students, in general, do not confuse the past simple with the past continuous but the use of those verbal tenses is not correct. It is possible that they use them indistinctly. The students start to be able to use was/were for the negative or the interrogative form.	Only a few verbs are found with the wrong ending. The students are aware of the use of past simple and past continuous. They recognise when they have to use them but, in certain moments, it seems that they have confusion with it. The students are able to use was/were for negative and interrogative form with non-important problems (maybe they change was/were at some moments).	They have not confused the past simple with the past continuous at any moment in the rewriting. The students are able to use was/were for negative forms and question forms with no problems.
Syntax	The writing is difficult to understand because the	The syntax in the writing is bad but, at least, it is	They syntax in the writing is good and the story is easy to follow thanks to it.	The writing is easy to follow because the

	structure of the sentences, in general is bad. When doing affirmative sentences, they do not follow the structure of Subject + verb + complement. When they have to use the question structure, they forget completely to use the auxiliar verb or they forget to change the order of the subject of the verb. The negation in negative sentences is misplaced. The group shows problems to place the negation in the correct place, with the auxiliar verb.	possible to follow the story ending. When the group use the affirmative sentences, they try to respect the structure of subject + verb + complements but it seems that they have some difficulties to do it on several occasions. When they have to use the question structure, the auxiliar verb is placed but, possibly in the wrong place. If they need to change the order of the subject and the verb, they can do it but with problems. In the writing,	The syntax is not a problem for understanding the tale even if there can be some problems. When using the affirmative sentences, they follow in a major part of the writing, the structure of subject + verb + compliment is respected and only a few mistakes related to it can be found. When they have to use the question structure, the auxiliar verb is placed in the correct place but they may forget to change the verb and the subject in the questions that need it.	structure of the sentences is perfect. When doing the affirmative sentences, they respect completely the structure of subject + verb + complements. When they have to use the question structure, they know what auxiliar verb they need, and they know how to place them. Also, if they need to change the order of the subject and the verb, they do it. The negation in the negative sentences is placed correctly with the auxiliar verbs.

		the teacher can find many mistakes related to that. The negation in the negative sentences is misplaced in a major part of the writing but, at some points, the negation is placed correctly with the auxiliar verb.	When they have to use the negative sentences, the negation is placed in the correct place, with the auxiliar verb. Only in concrete moments it seems that the students shows problems with it.	
Coherence	It is impossible to make a difference between the relevant events and the irrelevant events. The content in the text is not organised.	The difference between relevant and irrelevant events is still difficult or impossible. The content in the text seems to be organised.	The relevant information can be separated from the irrelevant information but there it is need a revision for avoiding the irrelevant information. The events are organised, and they are adapted to the main topic of the fairy tale.	There is only relevant information of the text. Even the secondary ideas seem to be part of the relevant information. The information is organised, it is accurate, and it can be understood by any reader. It can be seen that the text transmits the main idea,

				how the fairy tale ending is changed. It is clear and the events are sequenced with a logical order.
Cohesion	There are no linkers for organising the information.	The students use only a few connectors, but they are the necessary ones to order the events or ideas in the text.	The students use the necessary connectors, and the paragraphs and sentences seem to have relation between them.	The use of connectors is good, as they connect the sentences not only by the topic, but they are also related syntactically. There are not any incomplete sentence.
Diversity	The group has not included any type of diversity and the fairy tale ending is still promoting prejudices or stereotypes. The group has not understood what stereotypes and prejudices	The group has included diversity, but it can be detected a promotion of prejudices and stereotypes. The comprehension of these two elements (prejudices and stereotypes) can be argued	The diversity that the group has included in their fairy tale denouement is good. The comprehension of stereotypes and prejudices is present, but they still make allusion to them unintentionally, maybe for	The diversity chosen by the kids is perfectly implemented in the fairy tale's ending. It is possible that there are a few stereotypical ideas or misconceptions, but they are not really relevant in the story.

	and are and they have included them.	but at least, they tried to make a different ending.	trying to avoid them at all cost.	

This material is of own creation.

APPENDIX 4: APPENDIXES' BIBLIOGRAPHY

Anderson, A. (n. d.). *Briar Rose* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Briar_Rose_-_Anne_Anderson.jpg

Barret, A. (1991). *Snow White* [Illustration]. Pinterest. https://www.pinterest.es/pin/384705993141276618/

Barry, J. (2002). *Cinderella - The Lizards* [Illustration]. AGE Fotostock. https://www.agefotostock.com/age/en/details-photo/cinderella-the-lizards/MEV-11112002/1

Blasco, J. (n. d.). *Sleeping Beauty* [Illustration]. Lefranc, Alix, Jhen et les autres. https://lectraymond.forumactif.com/t324p125-jesus-blasco-un-grand-d-espagne

Brewtnall, E. F. (n. d.). *Sleeping Beauty* [Illustration]. Kmozzart. https://blog.daum.net/kmozzart/2180

Buena Mente. (n. d.). *La Vengativa Blancanieves* [Illustration]. Buena Mente. https://buenamente.co/post/14-finales-reales-de-disney-que-nunca-vimos-en-la-pantalla/14942

Bullivant, S. (n. d.). *SW: The Many Deaths of Snow White* [Illustration]. Pinterest. https://www.pinterest.es/OnceUponABlog/sw-the-many-deaths-of-snow-white/

Florida Center for Instructional Technology. (n. d.). *Sleeping Beauty*. Lit2Go. Retrieved from https://etc.usf.edu/lit2go/pdf/passage/5102/fairy-tales-and-other-traditional-stories-026-sleeping-beauty

Grimm, J. L., John Wiley & Sons Inc, & Grimm, W. C. (n. d.). *1812 GRIMM'S FAIRY TALES RAPUNZEL*. Pink Monkey. Retrieved from http://pinkmonkey.com/dl/library1/story127.pdf

Grimm, J. L., John Wiley & Sons Inc, & Grimm, W. C. (n. d.-b). *1812 Grimm's Fairy Tales Snow-White And The Seven Dwarfs*. Pink Monkey. Retrieved from http://pinkmonkey.com/dl/library1/story158.pdf

Jüttner, F. (1905). *The Queen asks the magic mirror* [Illustration]. Franz Jüttner Schneewittchen 1. Wikipedia https://en.wikipedia.org/wiki/Snow_White#/media/File:Franz_J%C3%BCttner_Schneewittchen_1.jpg

Jüttner, F. (1910a). *Snow White in the forest* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_2.jpg

Jüttner, F. (1910b). *The dwarfs find Snow White asleep* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_3.jpg

Jüttner, F. (1910c). *The dwarfs leave Snow White in charge* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_5.jpg

Jüttner, F. (1910d). *The Prince awakes Snow White* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_7.jpg

Jüttner, F. (1910e). *The Queen discovers and confronts Snow White at her wedding* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_8.jpg

Jüttner, F. (1910f). *The Queen has poisoned Snow White* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_6.jpg

Jüttner, F. (1910g). *The Queen visits Snow White* [Illustration]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Franz_J%C3%BCttner_Schneewittchen_4.jpg

Kole, N. (2014). *The Curse of Maleficent* [Illustration]. Studio made in PB. https://studiomadeinpb.wordpress.com/2014/06/09/nicholas-kole-divulga-ilustracoes-do-livro-the-curse-of-maleficent-the-tale-of-a-sleeping-beauty-2/the-curse-of-maleficent-by-nicholas-kole-28/

Liebig Company. (n. d.). *Le mariage de la belle* [Illustration]. Alamy. https://www.alamyimages.fr/photo-image-beaute-de-sommeil-traduction-sleeping-beautys-wedding-le-mariage-de-la-belle-liebig-company-cartes-a-collectionner-83340796.html?pv=1&stamp=2&imageid=F95C237E-3CFD-4580-84D2-03B919AF6C11&p=54604&n=0&orientation=0&pn=1&searchtype=0&IsFromSearch=1&srch=foo%3dbar%26st%3d0%26pn%3d1%26ps%3d100%26sortby%3d

2%26resultview%3dsortbyPopular%26npgs%3d0%26qt%3dmarriage%2520royals%2520groom%26qt_raw%3dmarriage%2520royals%2520groom%26lic%3d3%26mr%3d0%26pr%3d0%26ot%3d0%26creative%3d%26ag%3d0%26hc%3d0%26pc%3d%26blackwhite%3d%26cutout%3d%26tbar%3d1%26et%3d0x000000000000000000000000%26vp%3d0%26loc%3d0%26imgt%3d0%26dtfr%3d%26dtto%3d%26size%3d0xFF%26archive%3d1%26groupid%3d%26pseudoid%3d%26a%3d%26cdid%3d%26cdsrt%3d%26name%3d%26qn%3d%26apalib%3d%26apalic%3d%26lightbox%3d%26gname%3d%26gtype%3d%26xstx%3d0%26simid%3d%26saveQry%3d%26editorial%3d1%26nu%3d%26t%3d%26edoptin%3d%26customgeoip%3d%26cap%3d1%26cbstore%3d1%26vd%3d0%26lb%3d%26fi%3d2%26edrf%3d%26ispremium%3d1%26flip%3d0%26pl%3d

Magnolia Box. (2019). *Snow White bersama tujuh kurcaci dan pangeran* [Illustration]. Grid Hot. https://hot.grid.id/read/181717223/disney-beberkan-jalan-cerita-asli-snow-white-putri-salju-siuman-bukan-karena-dicium-pangeran-tapi-karena-ini

Millais, J. E. (1881). *Cinderella* [Illustration]. Flickr. https://www.flickr.com/photos/sofi01/7528063114/

Offterdinger, C., or Leutemann, H. (n. d.). *Prince of Sleeping Beauty* [Illustration]. Wikipedia. https://it.wikipedia.org/w/index.php?title=File:Prince_of_Sleeping_Beauty.jpg&mobileaction=toggle_view_desktop

Perrault, C. & University of Pittsburgh. (8th October 2003). *Perrault: Cinderella; or The Little Glass Slipper*. University of Pittsburgh. https://www.pitt.edu/%7Edash/perrault06.html

Stepsisters. (n. d.). [Illustration]. Archetypes of Cinderella. https://kylekatiecinderella.weebly.com/step-sisters.html

The Walt Disney Company. (1950a). *Animation Screencaps* [Illustration]. Pinterest. https://www.pinterest.dk/pin/347480927498229338/

The Walt Disney Company. (1950b). *Bright Silk Christmas Mice* [Illustration]. The Linen Cat Blog. https://thelinencat.wordpress.com/

The Walt Disney Company. (1950c). *Calculations reveal that Cinderella's glass slipper would have broken, along with her heart.* [Illustration]. National Geographic. https://www.nationalgeographic.com/science/article/151223-physics-science-fairy-tales-comics

The Walt Disney Company. (1950d). Cenerentola [Illustration]. Disney Wiki. https://disney.fandom.com/it/wiki/Cenerentola_(personaggio)/Gallery/Film_e_televisione

The Walt Disney Company. (1950e). *Cinderella* [Illustration]. Livingly. https://www.livingly.com/Which+Disney+Princess+Is+the+Worst

The Walt Disney Company. (1950f). *Cinderella* [Illustration]. Pinterest. https://www.pinterest.es/alisaalisa1802/disney/

The Walt Disney Company. (1950g). *Cinderella – The Wicked Stepmother & Sisters* [Illustration]. Seaside Art Gallery. https://seasideart.com/products/cinderella-the-wicked-stepmother-sisters

The Walt Disney Company. (1950h). *Cinderella Meets Fairy Godmother Scene* [Illustration]. Smule. https://www.smule.com/recording/disney-cinderella-meets-fairy-godmother-scene/1665973716_2245277959

The Walt Disney Company. (1950i). *Cinderella's glass slipper* [Illustration]. Buzzfeed. https://www.buzzfeed.com/vintage_chic/design-a-desk-and-well-tell-you-what-iconic-disne-4ps563ik2r

The Walt Disney Company. (1950j). *Quiz: Which Disney Character Should Be Your Prom Date?* [Illustration]. Oh My Disney. https://ohmy.disney.com/quiz/2016/03/31/quiz-which-disney-character-should-be-your-prom-date/

The Walt Disney Company. (1950k). *So This Is Love (From Cinderella)* [Illustration]. Pinterest. https://www.pinterest.de/pin/441493569717438967/

The Walt Disney Company. (1950l). *Zucca carrozza di Cenerentola* [Illustration]. Latitudes Life. https://www.latitudeslife.com/2019/11/zucche-non-solo-halloween/zucca-carrozza-di-cenerentola/

The Walt Disney Company. (2009). *Sleeping Beauty 50th Anniversary* [Illustration]. Amazon. https://images-na.ssl-images-amazon.com/images/I/81Xc4IiM-tL._SL1500_.jpg

Vasnetsov, V. (1926). *The Sleeping Princess* [Illustration]. The Web Gallery of Impressionism. http://impressionistsgallery.co.uk/artists/Artists/tuv/Vasnetsov/1.html