

FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS

AT NÚMEROS Y LETRAS USING FAIRY TALES

Laura Melisa Gómez Arango

Danna Melissa Peralta Solórzano

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Paola Andrea Villamizar

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ABSTRACT

This action research emerged from the need to improve children's behavior at *Números y Letras* Kindergarten in Bogotá, Colombia. Researchers used fairy tales to foster values such as respect and generosity in kindergarteners. The participants were ten children aged 3 to 5 years old. The data was collected through semi structured interviews, students' artifacts and focus groups. Students reacted in a positive way towards the activities designed to foster respect and generosity through fairy tales; these included flannel boards, puppet shows and theater plays. It was found that fairy tales were useful for promoting values in kindergarteners. In addition, results showed that children's behavior was improved after the implementations. Conclusions, limitations, and suggestions for further research are provided at the end of this paper.

RESUMEN

Esta investigación acción surgió de la necesidad de mejorar el comportamiento de los estudiantes en el jardín infantil Números y Letras en Bogotá, Colombia. Las investigadoras usaron los cuentos de hadas para promover en los niños valores como el respeto y la generosidad. Los participantes fueron diez niños entre los 3 y 5 años de edad. Los datos fueron obtenidos a través de entrevistas semiestructuradas, artefactos de los estudiantes y grupos focales. Los estudiantes reaccionaron positivamente a las actividades que fueron desarrolladas para promover el respeto y la generosidad a través de los cuentos de hadas. Estas incluían el uso de franelógrafos, obras de teatro y títeres. Se encontró que los cuentos de hadas fueron útiles para promover los valores. Además, los resultados mostraron que el comportamiento de los estudiantes mejoró después de las implementaciones. Las conclusiones, limitaciones y sugerencias para futuras investigaciones aparecen al final del documento.

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INTRODUCTION

There is a need to promote values inside the preschool classrooms to guarantee that children in the future will build a better society based on respect. According to Casals & Travé (2015) teaching values in childhood is one of the most debated issues in education; firstly, because teachers do not have enough knowledge about how to develop them in the early age and secondly because some teachers feel confused and do not know how to react when students misbehave. For those reasons, the aim of this action research was to foster in kindergarteners values such as generosity and respect using fairy tales. Teaching these values at preschool will help teachers to promote a healthy coexistence inside the classroom. To achieve the purpose of this investigation, this has been divided in six chapters as follows:

In the first chapter, we introduce the research problem, research question, the general and specific objectives and the importance of promoting values in kindergarten.

The second chapter contains the literature review and theoretical framework with the definitions of concepts such as moral values, fairy tales and children development.

In the third chapter, the research design is provided; this includes the type of study, research approach, setting, participants, and data collection instruments.

In the fourth chapter, the instructional design and the visions of language, learning, and classroom are explained.

In the fifth chapter, there is the description of the process of collecting data and data analysis. Finally, in the last chapter, conclusions, relevant findings pedagogical implications, limitations and suggestions for further research are given.

CHAPTER 1

Research Problem

This study was carried out at Kindergarten *Números y Letras*, which is located in Kennedy in Bogotá, Colombia. The institution is part of Colombian Family Welfare Institute with 22 years of experience working with children. Last year, we did a volunteer practice in this place. During the first two weeks, we observed children's behavior and it was found that daily coexistence in *Números y Letras Kindergarten* was difficult. Some children aged 3 to 5 misbehaved. They were impolite and violent with their classmates and teachers. In addition, they did not want to share their belongings such as colors, pencils and toys.

Ten observations were made in the kindergarten during July 2016 in order to evaluate children's behavior with their teachers and classmates. The information gathered during these observations helped us to identify the values that should be reinforced in the kindergarten. The results showed that some children were rude with their classmates and teachers. Some of them used bad words, were violent and fought constantly because they did not like to share their belongings. Some expressions used by kindergarteners were

"...Profe, el me dijo que soy un idiota y me pego un puño en la cara..." *"...Usted ya no es mi amiga porque es fea y gorda..."* (Field notes, July 7)

We were also informed about children's behavior by the principal and teacher at the kindergarten during the first semi-structured interview. This was what she told us:

Cuando nosotras empezamos en esta labor los niños era más fáciles de tratar, eran más amables. Digamos la tecnología no estaba tan al alcance de ellos, pero ahora ellos alardean todo el tiempo de las cosas que tienen sea una Tablet un videojuego o un celular. Esto ha hecho que ellos pierdan el interés por hacer actividades de su edad, como cantar, jugar, entre otras y son muy egoístas, no les gusta compartir ese tipo de objetos, ni tampoco los que encuentran en el Jardín; debe ser

porque los toman como propios por ejemplo “Mi papá me compro una Tablet y no se la voy a prestar...Muchos tienden a ser groseros y contestar con malas palabras cuando se les llama la atención o repiten las expresiones y groserías que escuchan en casa o en televisión, por ejemplo “Usted es un estúpido” “Debería morirse y no joderme más. (Semi-structured interview, Hilda Arango, July 1st, 2017)

As the principal explains new generations of children overvalued material possessions including technology devices. They have lost interest in traditional games and activities such as singing and playing. Furthermore, they are rude and impolite; they are used to repeat bad words they have listened from television or at their homes. As they imitate adult’s behaviors, we decided to foster respect and generosity using fairytales inside the classroom providing them role models and good examples to follow.

Research Question

How to foster generosity and respect in kindergarteners at *Números y Letras* using fairy tales in English?

General Objective

To evaluate how the use of fairy tales fosters generosity and respect in children at *Números y Letras* kindergarten.

Specific Objectives

To achieve the general objective, we proposed three specific objectives:

1. To identify the values that should be promoted among kindergarteners.
2. To create activities for kindergarteners using fairy tales to foster values.
3. To analyze the impact of the activities based on fairy tales on students behaviour

Justification

This research project was developed in the kindergarten *Números y Letras* located in Bogotá, Colombia, and it was focused on promoting values such as generosity and respect in children aged 3 to 5 using fairy tales in English. To achieve this purpose, we designed and implemented 7 lessons for very young learners using fairy tales in English and tools such as puppets, flannel boards, and theatre plays.

Firstly, we consider that it was important to do research about this topic because children had some behavioral problems; they were disrespectful and ungenerous with their classmates and teachers and as we know “early childhood education is the essential for a strong start in life and in learning” (OECD, 2016).

Secondly, we also decided to use fairytales to motivate our students to develop values based on the benefits of these reported by Bruno Bettelheim in his book *The Uses of Enchantment* (1976). According to Bettelheim (1976) fantastic stories help children to develop their imagination and creativity while they provide them real situations from life. In this way, we consider that the stories chosen were meaningful for their future because they would help them to make decisions during difficult situations.

In addition, according to Piaget, (cited by Cameron, 2001) "the child is as an active learner" because he is in constant interaction with his environment and this helps him to solve the problems presented in the context in which he is growing up (p. 36). For that reason, this study was designed taking into account a social constructionist perspective.

The implementation of this research study provided some benefits at the kindergarten such as reducing violence inside the classroom, promoting respect and tolerance, and giving

teachers different tools to improve the coexistence in the kindergarten. Children learned about sharing, compromising, getting along and listening others and so on.

On the other hand, we are going to obtain a lot of benefits for our professional and personal lives from this research. For example, this represents the opportunity to transmit children knowledge, and the chance to improve our student's behavior. Based on that, this study provides us an important experience to teach values at the early age while we applied our knowledge of English.

CHAPTER 2

Literature Review

In order to understand the context of this research, it is important to mention previous studies and investigations about teaching values to young learners and education in early childhood. We will mention seven of them that were carried out abroad and in Colombia.

The first one was conducted by Purificación Salmerón Vílchez in 2004 at Granada University in Spain and it is called *Transmisión de Valores a través de los Cuentos Clásicos Infantiles*. The researcher analyzed the values that were transmitted to children through the classical children fairy tales like *Little Red Riding Hood* and *Cinderella*, among others. The main objective of this research was to describe and define the positive and negative values transmitted to girls and boys nowadays.

This research was conducted to generate awareness about how the classical children fairy tales affect the integral development of early age children. Salmerón's study contributed a lot to our research because it showed us the kind of values that are taught through the classical fairy tales. This was useful to design the activities for our implementations.

The second investigation related to fairy tales and values formation is called *Fairy Tales in Teaching English Language Skills and Values in School Stage II* carried out by Maria Lepin in 2012 in Tartu, Estonia. The research was focused on using fairy tales to increase learners' vocabulary and improve their reading and speaking skills. The objectives of this project were to design material for students and promote the reading skills through fairy tales. Lepin proposed the following three research questions: "How often and why are fairy tales used in the English language classroom? Which language skills are developed through fairy tales in the English classroom of the second school stage? and how can fairy tales enable to discuss values?" (2012, p. 16).

In addition, for this research, the author implemented a needs analysis to know the teacher's interest in using fairy tales for their classes. Lepin identified the skills and values that can be possibly developed through fairy tales. After this, the author evaluated and analyzed the material effectiveness. At the end, the researchers observed that the material was appropriate and could be used in various grades. The participants were primary students who already knew how to read and write in English. This research was focused on teaching English language skills more than teaching values, and it helped us to be aware of the importance of doing a need analysis.

There is a third study called *Contribution of Fairy Tales to the Socialization of Sex/Gender Identity in Children aged of Kindergarten* conducted by Irina Yavorsky in 2008 in Ramat-Gan, Israel. The purpose of this research was to examine the contribution of classical and modern fairy tales to the formation of sexual/gender identity of the kindergarteners. The study addressed the following three questions: "What are the main aspects that appear in the classical and modern fairy tales that have to do with the formation of sexual/gender identity at the age of compulsory kindergarten?" "To what extent can these issues contribute to the development of the sexual/gender identity of the children in compulsory kindergarten?" and "What changes in the gender identity have occurred in modern fairy tales?" (2008, p.2)

There is a fourth research entitled *Values for Preschool Children* ~~which was~~ carried out by Irene Marinko et al. in 2016 in Turkey. The principal aim of this research was to "*contribute to values that should be transmitted to preschool children*" (2016, p. 3) In order to achieve this goal, researchers decided to analyze some institutions' syllabus and the university programs for preschool teachers. In addition, they implemented questionnaires and interviews to children, parents and preschool teachers to know their point of view about the development of values.

The researchers found that children acquire values from their family and kindergarten.

What is more, they identified the main values that are learnt during this stage, such as “*respect of other children’s work, waiting, patience, resign, discipline, what is right and wrong, caring for others, not hurting others, help, sharing things, reciprocity, friendliness, politeness...*” (2016, p. 152). In this way, they decided to do a guide for parents and preschool teachers with some activities for transmitting values. Furthermore, they created a syllabus for these institutions and videos in order to train teachers and parents. Thanks to this previous study, we learnt more about the different values that could be transmitted to kindergarteners and, they showed us some activities that could be used in order to improve values formation.

There are two more studies developed in Colombia. The first one was carried out in 2008 in Pereira, at Maria Auxiliadora School by Arenas, Hincapie and Gutiérrez. It is called *Teaching Foreign Language Implementing Human Values Activities*. The main objective of this project was to observe the impact of the activities based on values considering seventh graders’ opinion. The researchers tried to answer the following questions: “What is the impact of the implementation of human values in the English class?” and “What are the students’ responses to the instruction on human values in English class?” (2008, p.14).

The activities were developed in English classes; students put into practice their problem-solving skills and then reflected about the situations. This qualitative research based the results on students’ perspective, characteristics and behavior. It was found that students had a positive response in the integration of human values in the English class and these classes contributed to generate students concern on human values. “*The participants realized they were being taught human values at the same time that they expressed the importance of that content to their lives and to their personal growth.*” (Arenas, Hincapie and Gutierrez, 2008 p.34).

The participants of Arenas, Hincapie and Gutiérrez's project had more knowledge of values and how to put them in practice. In addition, the problem-solving activities included examples of everyday situations. This project contributed a lot to our research because it showed us the great impact of teaching values in the classroom and how they can help to improve students' behavior.

The second national study that will be mentioned in this literature review was made in Bogotá. The title of this research is "Vivir los valores desde el preescolar: una necesidad" (Mogollon & Garcia, 2003). The authors were childhood education students who during the professional practicum found that children did not have education in values. The implementations were made in two institutions and the principal objectives were to promote love, self-confidence, trust and respect in preschoolers. They also wanted to involve the family and education community in this project to facilitate children's development.

The methodology used by the authors was the creation of a book with activities that made children experience. This book included stories and games and students had to identify the characters and values mentioned there. In addition, they had to reflect about these values. The authors concluded that the implementations were effective, and that there was an improvement in teachers and students' behavior. It had a great parents' reception.

In this research, we can see the effectiveness in teaching values at school in order to improve the relationship among students.

This research is very like ours, as the aim is to improve children's behavior through values education. However, this research was made in two institutions while in our project only ten students participated.

There are some similarities between this project and ours: both are focused in values education, however, Mogollon and García's project used a PLB approach to teach values. In Bejarano & Guevara's project, the participants were students with some English proficiency and experience and they knew how to read, write and speak English. As the participants were different in these previous investigations, there was a need to explore how to teach values in preschool using fairy tales.

Theoretical Framework

All learning, including moral learning, will happen best in a community, variously described as caring, democratic, or moral. To create such communities teachers would need to help all students meet their basic human needs for autonomy, belonging, and competence and students would need to be helped to treat classmates fairly and kindly. (Watson, M, 2008, p.196)

Moral values, fairy tales and children development represent three important concepts to understand this research. Different author perspectives about these will be provided next.

Moral Values and Moral Education

Teaching values to children during their first five years is essential. The knowledge they acquire in the early age will help them to improve their behavior and develop other abilities useful for their future. Moral values are defined as the different ideological-cultural expressions of people in line with the social context; these values are the constitutive basis of universal and personal systems and scales. Hartmann (1882) in *Moral Values* describes all values as forming a system. In the same way, he presented all the values of the non-moral and moral elementary values and he explained that it is a necessary condition for the higher values. In the same way, is crucial to consider that this study was based on the constructivism because as Melissa Freeman and Sandra Mathison (2009) defines "Constructivism has roots in rational philosophy and development psychology and focuses on the individual's active engagement with his or her environment" for that reason we developed this study to develop in the students an interaction with their environment. This is useful to teach the child to become an autonomous and committed person. The teaching of values during the childhood is necessary to build the child's personality and his character.

In addition, Casals & Defis (1999) explain the importance of teaching values through games because those are implicit in situations describing largely from codes of communication

and experimentation that support the construction of thought and promote a serious attitude and habits, in some cases difficult to achieve if not from ludic proposals.

Nucci (2008) references Piaget's Theory of moral development in which he mentions the importance of giving kids a real context in which they can develop their intelligence, morality and personality; if they are exposed to his, they can adapt to the environment in which they are growing by using the action and reflection.

In the same way, Nucci, referred to Piaget who said that when the cognitive structures change, the children's moral reasoning also changes; the child is an egocentric person, for that reason he thinks that the only important opinion is his own, and the others are wrong. It gives him a different point of view about the life, due that they feel invincible is in this moment when the teaching values become the most important factor when a child learns any subject.

In addition, John Dewey (1990) mentions how the moral education should be. He explains that it is necessary to integrate it with other knowledge areas in the curriculum, giving the students situations related with the real life in which they can put in practice all the things that they know.

According to Robert Coles (1977) parents play an important role in the child's life. He refers to the moral mutuality which consists on the relation between the things that children learn from their family and their context; for example, parents show them, love, and confidence and they learn everything about emotional from the adults closed to them. For that reason, family plays an important role in their life, to develop all their capacities. On the other hand, Coles mentions the religious judgment about the concepts of our body, the right and the wrong things that we can do with this, also, the uses and meanings of the expressions "Please" and "Thank you" In this sense, the reference about the moral values that a person has are determined to build the personality of the child.

Nucci (2009) claims the control over the personal performance is related to observable physical and behavioral aspects of themselves it is helpful in the intuitive perception that the children have, in the same way, this aspect is important to improve the self-confidence when they are kids.

In addition, the school plays an important role in children's development as Damon mentions in *The Moral development theory* (1932) the challenge in the school is the curriculum because it needs to take into account the student's emotions, to make them feel participants in the historical events, in order to integrate them in a context in which he/she can develop practice solutions in real situations.

According to Casa Editorial EL TIEMPO, respect is defined as a fundamental foundation to build a healthy living between all the members in a community; for that reason, it is important to know the rights of the people around us. Respect corresponds not only to others, this includes the way in which we treat ourselves, the environment, the nature in general, the law, the social thoughts and our country. The respect includes all the aspects in the life starting to our own respect, the respect for others, the environment and the nature in general. In this book, there are some pieces of advice to be respectful, the first one is "Treat others as you want to be treated" and the second one is to appreciate and protect all the things and people around us.

On the other hand, the generosity is a clear demonstration of spiritual nobleness and the greatness of the heart; in this sense, a generous person is the one who rich in the ability to give others valuable things without hesitating, forgives, forgets, makes sacrifices, leaves privileges, everything for the welfare of others. The generosity is one of the most important values to develop the society because the biggest advances in the world have been making through altruistic people who are giving everything to help others with intelligence and hard work. In the

same way, the generosity allows everybody to have the same opportunities to develop and build a humane and a fair world.

Fairy Tales

A theory about fairy tales was first described by Bruno Bettelheim in his book *the uses of enchantment: The meaning and importance of fairy tales* (1989). Bettelheim highlights the importance of magic in children's life. He claims that children need magic in their life and this is only possible through the fairy tales because they give them a new perspective about the world. As he says, "if we hope to live not just from moment to moment, but in a true consciousness of our existence, then our greatest need and most difficult achievement is to find meaning in our lives." (1976, p.134) This means that the magic in fairy tales gives children a new view about the world providing them a purpose in life. Bettelheim makes emphasis on the importance of the fantastic stories to develop the children's imagination and creativity; fairy tales show children situations and problems from real life and how to deal with them. For this author, children learn easily through this kind of stories; they use their imagination to learn some important things in life. As Bettelheim says, "the child intuitively comprehends that although these stories are unreal, they are not untrue ..." (1989, p. 13).

Bettelheim (1994) also claims that fairy tales use simple language, so they allow children to understand the internal problems of humans and find the best solutions to their concerns. This kind of text teach children that conflicts of life are inevitable, but can be solved if they are persistent when facing adversity. In addition, Bettelheim (1994) highlights the importance of paying attention to the stories that caught children's attention because they can indirectly express through them their feelings, frustrations and desires.

In the same way, Bettelheim explains that in contrast to the fairy tales, the modern written

stories abstain from the existential problems and the critical problems for everyone. Consider this it is important that the child has suggestions about the correct way to solve his social problems, but in a symbolic way, for that reason the fairy tales are useful to show the learners some stories based on real facts such as death, life, love, poverty, and so on. As a conclusion, Bettelheim says “The fairy tale, by contrast, confronts the child squarely with the basic human predicaments” (1989, p. 14).

On the other hand, Johnson (2016) mentions the importance of the fairy tales in the early age. This author says that “not only do fairy tales help children in hospitals with illnesses and young adolescents struggling with eating disorders, but they also have an influence on adults later in life based on what stories they read as a child” (2016, p 79) This kind of literature has a positive impact not only in children, but also in adult’s lives, because it provides opportunities to get prepared to overcome situations that happened in real life. Furthermore, Johnson says that "fairy tales are an important part of a child’s development, especially in terms of their consciousness and moral development" (pg. 92)

In addition, Maria Eugenia Enriquez in her research project called “*La importancia de los cuentos de hadas en el desarrollo del niño*” (2006) mentions that the fairy tales are not uncertain because the characters are not good or bad at the same time, as in the real world. A person is good or bad, but not both simultaneously; in this sense, the fairy tales are useful to comprehend the similarities between the real and unreal world to represent the life and its situations.

Children development

When working with preschoolers, it is important to talk about children growth. Papalia et al. (2012) explained the different stages in children development and their characteristics. Children

whose ages are between 3 to 5 years old are defined by Papalia et al (2012) as early childhood.

During this stage, children develop a symbolic function; this means they can make a mental representation based on what they have learnt from their experiences to give it a meaning and symbolize in their minds to what is not physical perceived. (Papalia et al, 2012). As it is seen, in this stage children use more their imagination. In addition, kids acquire the ability of causality comprehension, so “they mentally link two events close in time, whether there is logically a causal relationship” (Papalia et al, 2012, p. 229). If we put this into practice, we can say that kindergarteners can associate their behavior with the behavior of fairy tales’ characters.

Another aspect mentioned by Papalia et al (2012) is the children’s ability to understand identities and categories; children in this age can differentiate between objects’ color, size. They are also able to classify people’s personalities, like good, bad, kind, angry, etc. Furthermore, in this stage kids can recognize between the nonliving and living things. In addition, five years old children can count till 20, also by this age they are capable to use this ability in real life situations, they can solve simple math problems. (Papalia et al, 2012, p. 229).

Children of this age are egocentric, so for them it is difficult to understand other people's points of view, because they think the world rotates around them. Children give their own explanation to situation based on their personal experiences “They still think the universe centers on them” (Papalia et al,2012, p. 230). Children of this age can produce long sentences from four to five words, and they can ask questions and do negations. Also, they have a huge advance in pragmatic using the language to ask things, do accusations, be part of a conversation, tell a joke or a story (p. 229)

Cameron (2010) an expert in language acquisition suggests that children learn a foreign language in many ways because they are more enthusiastic, and active about their learning

process and every time they want to learn everything about the things around them while adults are lazier and need more input to do homework and assignments to improve their knowledge. Cameron based her theory on Piaget's ideas because he recognizes that the children are active learners. For this reason, it is important that children constantly interact with the world in order to solve any kind of problem that they have.

Papalia et al. claim that five year old children understand the thoughts and mental states; they are aware that the thoughts are inside their mind and there is a difference between the real world and the imagination, however "Preschoolers also have little or no awareness that they or other people think in words or talk to themselves in their heads" (Papalia et al,2012, p. 233) Also, they are aware that they dream, but they think they can dream whatever they want and that they have control of it.

According to Papalia et al in this stage children can recognize lies. For example

"Four-years-olds understand that people who see or hear different versions of the same event may come away with different belief. Not until about age six, however, do children realize that two people who see or hear the same thing may interpret it different" (2012, p. 233)

As it is seen they have the knowledge about what is true and what is not. "According to Piaget, not until about age 5 or 6 do children begin to understand the distinction between what *seems* to be and what *is*" (Papalia et al,2012, p. 233). In other words, by this age children have a clear vision of reality.

Similarly, Papalia, et al (2012) state that in this phase children can differentiate between what is fantasy and what is the real life; children learn to distinguish between real situation and imaginary situations. Since three children know the difference between a real dog and a dreamed

one; between something invisible (such as the air), and something imaginary. They know that a simulation is intentionally, and they know the difference between trying to do something and simulating to do something” (Papalia, 2012, p. 233) Additionally, according to the authors, in this age children have what is called “*magical thinking*” (Papalia et al 2012, p. 234) which means that what they do not understand will be related to magic.

Piaget (1990) was one of the most important authors who talked about children’s development. In his theory, he described the child as an active learner and thinker who builds his own knowledge about ideas and objects. In the same way, children are active “sense-markers” to understand the answers to task and activities inside the classroom. In addition, children acquire the knowledge through the opportunities that the world gives them to learn. As Piaget mentioned every child adapts his behavior based on the experiences.

Another important author about child’s development mentioned by Cameron is Vygotsky, he defined the child as a social subject, which means that the subject needs interaction with the environment, so language plays an important role as a tool, to allow the learner to have opportunities to do things and organize the information using words or signs. Piaget said that the child is an active learner alone in a world of objects, but, Vygotsky said that the child is also, an active learner in a world full of other people.

Finally, another relevant author mentioned by Cameron is Bruner. He talked about scaffolding and routines as the most important tools to improve the cognitive development to catch-students’ attention. For him routines are a good way for young learners to acquire a foreign language, because these provide opportunities to develop active learning. In addition, they allow students to make sense of the things that they learn, which means that routines provide opportunities to develop language skills.

This construct and the theories mentioned before are relevant for our study because we were developing the implementations with kindergarteners in the early ages, so, we needed to know how their brains work to understand and comprehend their behaviors according to their ages and their cognitive development. According to that, we searched some authors to support the findings that we obtained during this research project about children's answers and perceptions.

CHAPTER 3

Research Design

This chapter describes the procedures that were followed to foster respect and generosity at *Números y Letras* kindergarten using fairy tales. The first important aspect that will be shown is the research paradigm and approach. In addition, there is a brief description of the participants and the setting where the project was developed. Finally, there is an explanation of the instruments used to collect the data.

Research Paradigm

According to Ravitch & Mittenfelner (2016) “The qualitative research is not a linear process... its process is continuously interacting and building off one another in cyclical fashion.” “...It usually begins with an interest, problem or question, as indicated in the top center using a variety of sources” Considering this, our study is qualitative because during the process we tried to improve the problems presented at *Números y Letras* Kindergarten. What we looked for as researchers was to generate a solution of an issue of the social life; in this case, the misbehavior of kindergarteners.

Research Approach

As Anne Burns (2010) mentions in *Doing Action Research in English Language Teaching*, Action Research (AR) is “related to the ideas of ‘reflective practice’ and ‘the teacher as researcher. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (p. 2). In our implementations we were the one who planned the activities and carried them out, while we were observing students, evaluating them and analyzing them.

“The central idea of the action part of Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.” (p.2). The implementations and the different activities developed had the aim to generate a positive change in children’s behavior in the classroom by promoting values such as generosity and respect. The steps followed to do this action research were the following:

1. Planning: We identified the problem and designed a plan to solve it.
2. Action: We prepared the critical interventions to solve the problem.
3. Observation: During this step, we observed the effects of the action. The actions and opinions of those involved in the research were documented.
4. Reflection: During this stage, we evaluated and described the effects of the action.

(Adapted from Kemmis & McTaggart, 1988, pp. 11–14)

We first identified the issues in the kindergarten through ten observations during July 2016. After that, we designed activities using fairy tales to foster values such as respect and generosity. Seven sessions of implementations were planned. Different tools and materials such as flannel boards, puppets and theatre plays were chosen. At the end of each session, we reflected about the right and the wrong things that we did during the session and checked the achievement of goals and activities in order to improve the following lessons.

Setting

This study was carried out at Kindergarten *Números y Letras*, which is located in Kennedy in Bogotá, Colombia. The institution is part of Colombian Family Welfare Institute with 22 years of experience working with children. In this place, 28 children aged 0 to 5 years benefit from childhood care from Monday to Friday. They received a balanced diet and training in developing motor skills, while they enjoyed a family atmosphere where they can feel self-

confident and happy.

The philosophy of this kindergarten is “to maintain and increase the recognition of Colombian Family Welfare Institute in Kennedy, as a transition step for formal education, which seeks to instill in children values such as responsibility, optimism, knowledge and passion to achieve their goals throughout life, projecting them to the Future as active and positive agents for our Colombian society.” Their main goal is “to provide children up to the age of 5, pleasant and enriching experiences that lead them to enjoy a happy childhood and to remember their passage through kindergarten, as an unforgettable stage of their lives”. (Retrieved from coexistence manual at kindergarten *Números y Letras*) The kindergarten helps children to develop their personal and intellectual growth based on different principles such as independence, organization, discipline and responsibility.

Participants

The participants were ten preschoolers, five girls and five boys, aged 3 to 5 years with little knowledge of English. All of them live near the kindergarten. Most of those students are children raised by single parents.

Data Collection Instruments

The different instruments used to collect the data during this process were interviews before and after the implementations, students’ artifacts and focus groups.

Interviews

“The primary goals of qualitative interviews are to gain focused insight into individuals live experiences; understand how participants make sense of and construct reality in relation to the phenomenon...” (Ravitch & Mittenfelner, 2016 p. 146) In addition, Hernandez (2014) says interviews in a qualitative research are more flexible, because the participant can share his ideas

and opinion free, considering the questions that the researcher has. For this study, we used semi structured interviews, which consist on a guide of questions that the researcher has, but he could add new questions to collect more information. The purpose of this kind of instrument, was to know the teachers' perceptions about children's behavior in the kindergarten before and after the seven implementations. For that reason, the principal of the kindergarten was interviewed.

Student Artifacts

“Eliciting children's perspectives and involving children in research is a necessary element of inclusive, empowering and socially just research designs” (Freeman and Mathison, 2009, p. 165). As Hernandez (2014) says artifacts are an excellent strategy to collect the data, because they are helpful to understand the phenomenon in which we are working on giving the researcher the opportunity to have other point of view, through exploring participants believes.

To develop this study six workshops were designed. For each session, workshops were created according to the value, and the goal that we wanted that they achieve. Those workshops were about fairy tales and the activities were focused on fostering respect and generosity. Children were asked to identify the character that was good or bad in the story by drawing, coloring or decorating with play dough. This material was collected at the end of every session.

Focus Group

According to Hernandez (2014) “the focus group is an interview which consists on meeting small and large groups (3 to 10 people) in which the participants express their opinions with the researcher in a relaxed atmosphere. Its objective is to generate and analyze the interaction between them to build group meanings.” (p. 408-409)

In the same way, according to Krueger (2000)“the focus group has a purpose to listen and gather information, also the participants are selected because their characteristics are similar and the information that they can provide according to the topic working in the focus group” (p.135) In addition, the focus groups need to have different ways to collect the data such as: Transcripts, tapes and notes always taking into account the age of the learners, the objective and the research question of the study. This project was carried out using this data collection instrument because children had similar characteristics such as age and socioeconomic background. They were very young learners with behavior problems.

We prepared the following questions in Spanish to know more about children perception about the implementations of this study. Firstly, we wanted to know if the students like or dislike the stories that we presented and which was their favorite and why. Secondly, we asked them to describe the behavior of the main character in the fairy tales to check their understanding. In addition, we wanted to know the lesson children learned from the story. Finally, they were asked about their behaviors at their homes, with their parents and with their classmates. The idea was to identify the actions they put in practice to become generous and respectful.

Ethics

Teachers at kindergarten *Números y Letras* were informed about the terms and conditions of this study at the beginning. Their approval was obtained by signing a consent form (See Appendix. 3). In this format the purpose of the study, the procedures to collect the data and the number of implementations were explained. They were also informed about when this study was going to be carried out. We guaranteed that the personal information about the participants was confidential.

On the other hand, the teacher and the students were given a brief talk about the

objectives of the project, and the importance that it would have in the kindergarten and in the student's life. In addition, legal representatives of each student received and signed a consent form (See Appendix 3) that contained the project's aims, objectives and the role of researchers and participants during this process. The researchers received the legal guardians' approval. After that, to protect children's identity, their artifacts and opinions from the focus group were codified replacing student's name by numbers from 1 to 10.

CHAPTER 4

Instructional design

The aim of this study was to foster values such as respect and generosity in kindergarteners through fairy tales in English. The lessons were designed using puppets, flannel boards and theatre plays. The material and resources were chosen by the teachers considering students' needs, ages and likes. First, researchers got this information by observing 10 lessons for two weeks. When the data was collected, it was found that children used to say bad words and attack their classmates physically and verbally. In addition, they did not like to share their belongings. Furthermore, we were informed by the principal that students have issues at home. In this way, six fairy tales were chosen and adapted by the researchers to teach children to be respectful and generous.

As it was said before, the activities were carried out by the researchers keeping in mind student's ages, interests and attention span. Two puppet shows and two theatre plays were prepared. Teachers dressed up as characters from the fairy tales and interacted with the children because they knew the importance of interacting with them to catch their attention. Moreover, flannel boards were used during two lessons as an instrument to transmit the stories.

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IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P30

Activities such as drawing, painting and molding with play dough were used with children. The main objectives were to teach children the meaning of the values and help them to identify the characters from the story that had good or bad attitudes. These artifacts were collected by the researchers and analyzed. Additionally, two songs were composed and used as a warm-up for each session.

Furthermore, a review lesson was planned to collect children's opinion about the activities. A focus group session was used to fulfill this purpose and it took place during the seventh lesson. Children were divided in three groups (A, B and C) considering their ages from 3 to 5 years old. They were asked questions about the fairy tales and lessons they learned from them. In the following chart, there are the instructional objectives and pedagogical activities of each session of implementation.

Session	Fairy Tale	Objectives	Pedagogical activities	Data collection/ Instruments
Session 1 Oct/ 15/16	<i>The Golden Goose</i> by the Grimm Brothers	Students will be able to identify the value generosity shown in the fairy tale.	<ul style="list-style-type: none"> ● Teachers will tell the story using flannel board ● Teachers will give students a worksheet in which they must identify the characters that they consider was generous in the story by coloring them. ● After that, teachers will ask each student what character they consider was a generous person and why. 	Students' artifacts

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IN KINDERGARTENERS AT NÚMEROS Y LETRAS
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<p>Session 2 Oct/22/16</p>	<p><i>The Frog Prince</i> by the Grimm Brothers</p>	<p>Students will be able to identify the value generosity shown in the fairy tale.</p>	<ul style="list-style-type: none"> ● Teachers will act the story ● Teachers will give students a piece of paper to draw the character they consider was generous and they will have to explain their answer. Then, they will have to color this character. 	<p>Students' artifacts</p>
<p>Session 3 Oct/29/16</p>	<p><i>The Ugly Duckling</i> by Hans Christian Andersen</p>	<p>Students will be able to identify the value generosity shown in the fairy tale.</p>	<p>Teachers will tell students the story using puppets.</p> <p>Students will have to identify the characters that they consider were not generous in the fairy tale. Then, they will have to color these characters in the answer sheet.</p> <p>After that, teachers will ask each student which character was not generous and why.</p>	<p>Students' artifacts</p>

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IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P32

<p>Session 4 Nov/5/16</p>	<p><i>Cinderella</i> by Charles Perrault</p>	<p>Students will be able to identify the value respect shown in the tale.</p>	<ul style="list-style-type: none"> ● Teachers will tell students the story using a flannel board; teachers are going to put the characters made in paper in the flannel board to tell the story. ● Students have to identify in the worksheet the characters that they consider were respectful. Then, they will have to color these characters. · After that, teachers will ask each student which character was a respectful person and why. 	<p>Students' artifacts</p>
<p>Session 5 Nov/12/16</p>	<p><i>The King Thrush Beard</i> by the Grimm Brothers</p>	<p>Students will be able to identify the value respect shown in the tale.</p>	<ul style="list-style-type: none"> ● Teachers will tell the story through a theatre play. ● Teachers will give students a worksheet in which they have to identify the character that they consider was a respectful by decorating it using play dough. ● After that, teachers are going to ask each student what character they consider was a respectful person and why or which character behave in a better way. 	<p>Students' artifacts</p>

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IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P33

<p>Session 6 Nov/19/16</p>	<p><i>The Three Languages</i> by the Grimm Brothers</p>	<p>Students will be able to identify the value respect shown in the tale.</p>	<p>Teachers will tell students the story using puppets.</p> <ul style="list-style-type: none">· Students have to draw the character that they consider was respectful.· After that, teachers are going to ask each student what character they consider was a generous person and why.	<p>Students' artifacts</p>
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FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P34

<p>Session 7 Feb/03/17</p>	<p>Fairy tales review</p>	<p>Students will share their experiences about respect and generosity and they will identify actions considered respectful and generous to apply in their lives.</p>	<p>Teacher will tell children fairy tales using a flannel board. The idea is that while teacher is presenting the story the student participates remembering the fairy tale.</p> <p>In this stage, the students will play a playground game, they will play “juguemos en el bosque” but with the good and bad characters of the story.</p> <p>The assessment will take place by groups, they are going to be divided in three groups, each teacher is going to assess three or four students</p> <p>The T is going to assess the Ss by asking them question according to the story and the value.</p>	<p>Focus Group</p>
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Table model retrieved from Gamboa, A. (2013). *Foreign Language Reading Comprehension Processes: Implementation of the Interactive Model of Reading*. (Tesis de maestría). Universidad Pedagógica Nacional, Bogotá, Colombia.

Vision of language:

The vision of language used for this study was language as self-expression. According to Tudor (2001), language is “also the medium in which we build up personal relationships, express our emotions and aspirations, and explore our interests.” (p. 65). As it was said before, we used fairy tales to promote values. Children had the possibility to express their opinions about the activities and they provided examples of how they put the value into practice in their personal life.

In addition, Tudor (2001) claims “language in this framework of ideas is a means of personal expression and tool to personal fulfillment” (p. 66). English is used as a source of values formation. It is appropriate to explain that we are not expecting any actual language production from students, as they are kindergartens who do not have an proper English level to be evaluated. However, the language was used to tell stories that would be useful to teach children values.

Vision of learning:

According to the vision explained above, learning has a self-expression, thus, the learning is conceived as experiential learning (learning by doing), as Tudor (2001) claimed:

“The idea behind the experiential vision of learning is that the use of the TL for communicative purposes is not only the goal of learning, but also a means of learning its own right. This may clearly involve students using language they may not have fully mastered.” (p. 79).

As it was planned from the beginning, during the pedagogical implementations, we were in constant communication with students, as we need to prove if students have learnt something

from the activities, but, a production of the language from students would not be asked as the main aim was to check students' understanding. When doing the activities, teacher will communicate student's messages focus on one of the values proposed, to call students to reflect about their experiences they have had acting the opposite to the value. In addition, further ahead there were interventions when students expressed how they have to act according to the value base on the personal life and experiences

Vision of classroom:

As it was shown in the instructional design, the activities planned demanded interaction with students. Tudor (2001) claims that the communicative classroom "involved an attempt to break down the dichotomy between the classroom and the "real world" by making the classroom itself a place of communication and of communicatively-based learning" (p. 111). In this way, the language is the tool to learn and the classroom is the place where this interaction happens.

Teacher's role

As this study is qualitative the teacher's role during the process was a reflective researcher taking into account all the external situation that can affect the development of the research, for that reason according to Sampieri (2014) in his book *Metodologia de la investigacion*, the teacher needs to follow these steps:

- Have some data instruments to collect the data
- Respect the differences of each participant in the research
- Never jeopardize the identity of the participants
- Investigate and search a lot of information in order to have some references to support his ideas. (P,399)

Chapter 5

Data Analysis

The main purpose of this study was to explore if fairy tales could help teachers to foster in children values such as generosity and respect to improve the coexistence at Números y Letras kindergarten. In this chapter, we will present firstly how the data was gathered during the 7 sessions of implementations and the procedures followed to analyze the data. Secondly, we will introduce the data analysis approach. Finally, we will explain the two categories created a priori, and the results and relevant findings obtained in this research.

Collecting data and analysis procedures

To collect the data three different instruments were used: the first one was semi-structured interviews with the principal in the kindergarten at the beginning and at the end of the implementations to know their perspective about children's behavior. The second instrument used was student's artifacts; they were collected after each implementation to check children's understanding about plot, characters and lessons shown in the fairy tales. The last instrument used was focus groups with children from the kindergarten. The focus group session was held during the seventh implementation; preschoolers were divided in three groups according to their ages and they were asked questions about the activities and values depicted in the stories.

To analyze the data collected from the three instruments, the first step was to organize the artifacts per student. After that, children's names were replaced by numbers from 1 to 10. These numbers were assigned to guarantee confidentiality as it was stated in the consent forms. Secondly, the focus group sessions and interviews were transcribed. The third step included preparing the raw data by looking for segments and units of meaning; we underlined relevant

examples from the three instruments to answer the research question. The data was organized considering the pre-established categories.

Data analysis approach and categories

A deductive approach was adopted to analyze the data. “Deductive coding is also referred to as a priori, outsider, etic or top-down approaches. These processes involve reading the data and looking for something specific” (Ravitch&Mittenfelner, 2016, p.249). As Reis & Judd claim “a priori categories of analysis most often derive from psychoanalytic theory... and might also derive from an applied purpose” (2000, p.324). To achieve this objective literature review and the theoretical framework contributed to create the a priori categories. The a priori method allowed us to establish the categories and subcategories before the information was gathered. As Elliot (1990) claims, the categories that are presented in this research study are called "sensitizing concepts", this means that the categories were established before the implementations of this research project.

In the following diagram, the research question, the two pre-established categories are shown:

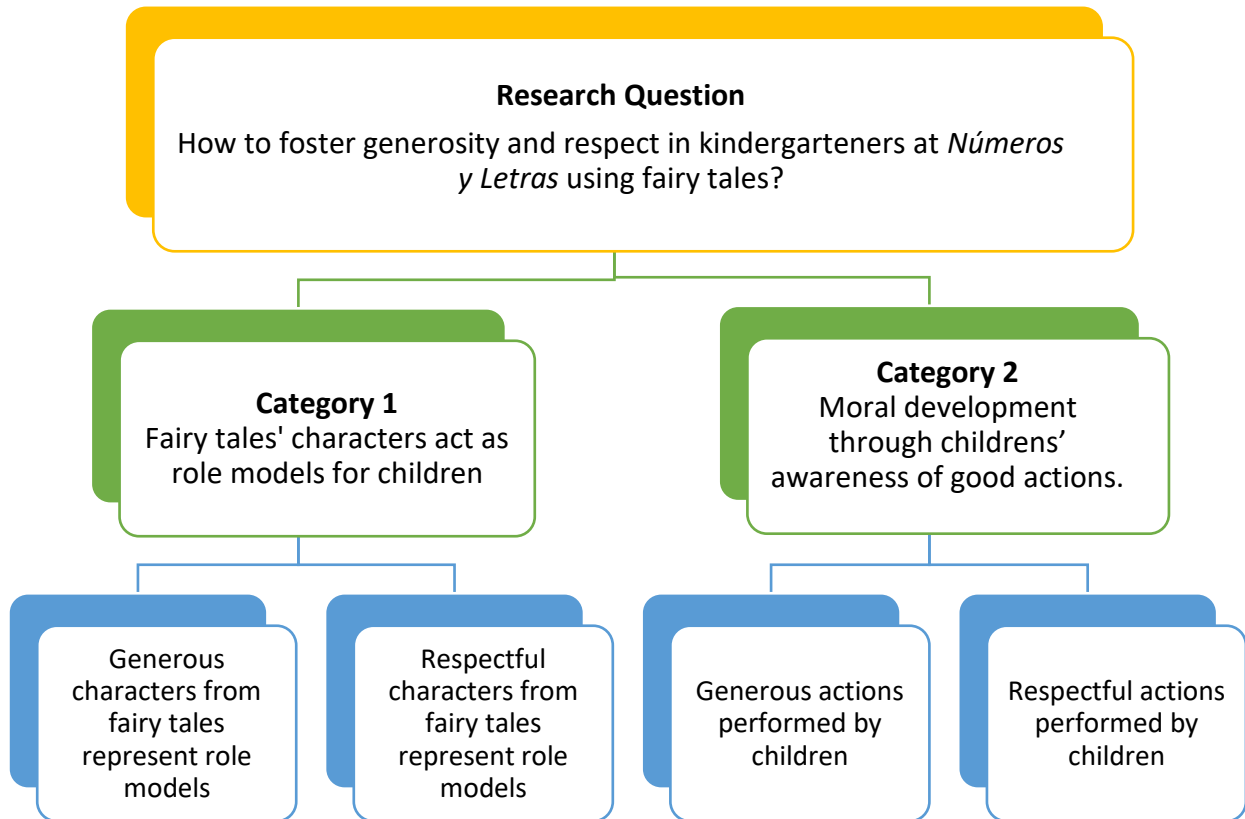


Figure and categories of analysis created by Melisa Gómez & Danna Peralta.

Category N° 1. Fairy tales' characters act as role models for children

This category refers to the ability that preschoolers must recognize good from bad people. Children always try to imitate people or characters from stories who behave like heroes. A role model is followed because he/she produces in other feelings such as admiration and respect. Students' artifacts and children answers during the focus group sessions provided the necessary information to explore how children saw the characters portrayed in the fairy tales. It was expected that kindergarteners recognize the good characters in the tale.

First, we are going to start with the sub category generous characters from fairy tales act as role models.

After each implementation, the number of students who could identify the good characters from the stories increased. For this subcategory, three fairy tales were used to foster generosity. The results were obtained considering these and they will be shown as follows:

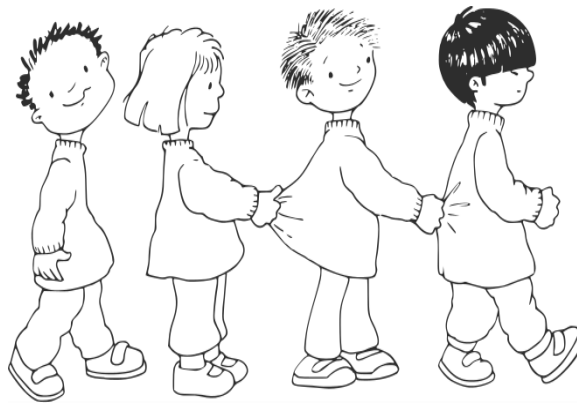
“The Golden Goose” fairy tale was presented using a flannel board; in this activity, children were asked to color only the characters from the worksheet that were generous in the story. In the instructions of this worksheet students had to chose the generous characters in the fairy tale. As shown below:

Instruction: Colorea los personajes que fueron generosos en el cuento. 😊
Color the characters who were generous in the tale.

Hechicero



Personas del pueblo



FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P41

Tontín



Rey y la princesa que nunca sonreía




Now we present some samples of the students' artifacts

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS


pendix 5
Nombre: Student 3

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.


Wizard




Town's People



Tontin



King and the princess who never smile



Student 3. First implementation. The Golden Goose

FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P42

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

pendix 5

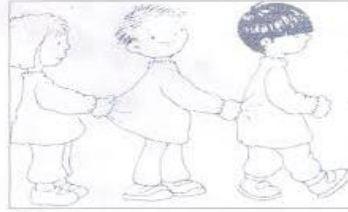
Nombre: Student 4

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

Wizard



Town's People



Toutin



King and the princess who never smile



Student 4. First implementation. The Golden Goos

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P43

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

Appendix 5.

Nombre: Student 8

© Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.



Student 8. First implementation. The Golden Goose

The researchers found that eight students completed the task successfully. But, two children failed because they colored all of the characters from worksheet. (See appendix 2, page 68). This was the first implementation and these two students could probably feel confused with the instructions or they could have misunderstood the story. The children who had these problems were the youngest in the kindergarten.

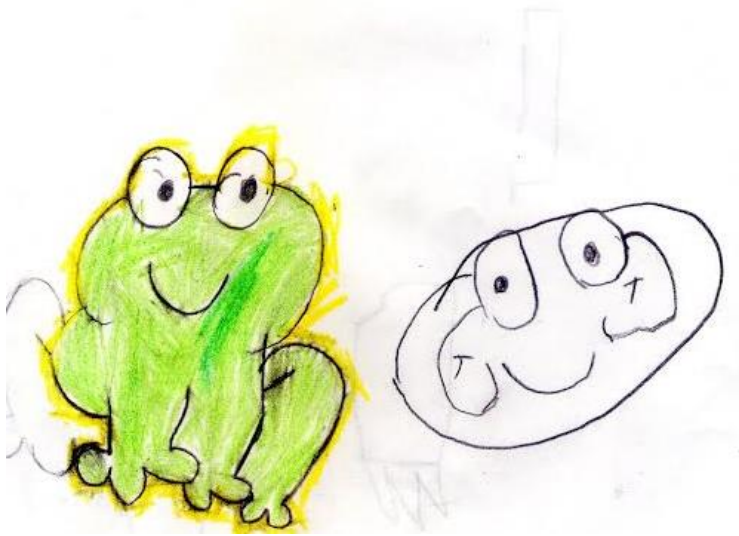
During the second session of implementation, the fairy tale called “The Frog Prince” was presented through a theater play. In this opportunity, the kindergarteners were asked to draw the characters that were generous in the story. As shown below:

GRIMM BROTHERS

Appendix 5

Nombre: Student 1.

☺ Dibuja el personaje que fue respetuoso en el cuento.
Draw the characters who were respectful in the tale.



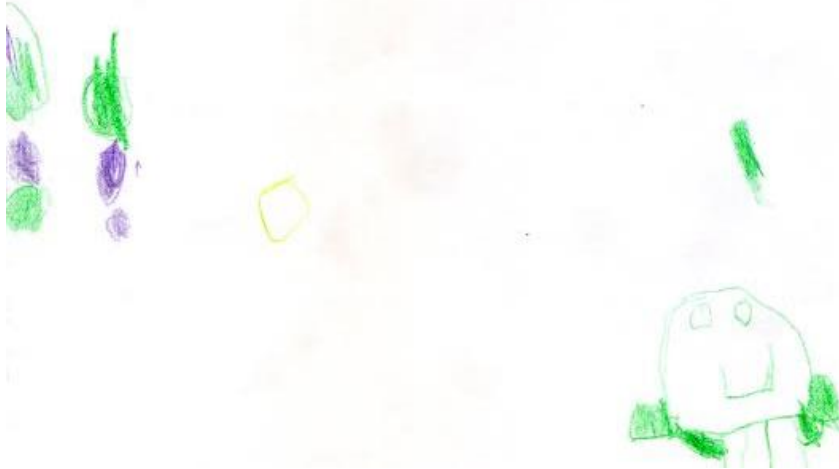
Student 1. Second implementation. The Frog Prince

THE FROG PRINCE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: Student 5

☺ Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.



Student54. Second implementation. The Frog Prince



Student 7. Second implementation. The Frog Prince

The results showed that most of them could identify the generous character correctly because 8 out of 10 children drew the frog prince (See appendix 2, pg 68). As some drawings were abstract, children were asked to explain them. If kindergarteners were able to achieve the task, one of the reasons for their success could be the tool used to present the fairy tale (theater play) which was more interesting than the previous one.

On the other hand, there were some students that had difficulties with the third activity about “The Ugly Duckling” fairy tale. During this session, puppets were used to tell the story. The instruction that children received was to color the characters that were not generous in the story. As shown below:

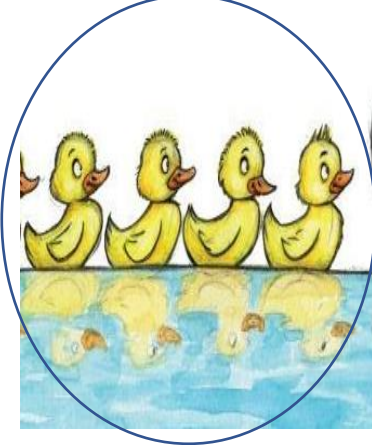
FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P47

Instruction: Colorea los personajes que no fueron generosos en el cuento. 😊
Color the characters that were not generous in the tale.

Mother duck



Brothers



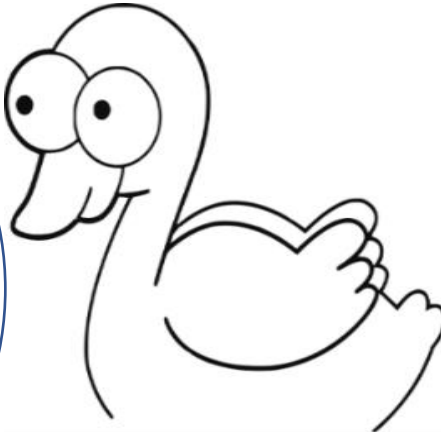
Ugly duckling



Old woman



Swan



The following are some samples of the students' artifacts

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P48

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

pendix 5

ne: Student 2

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.



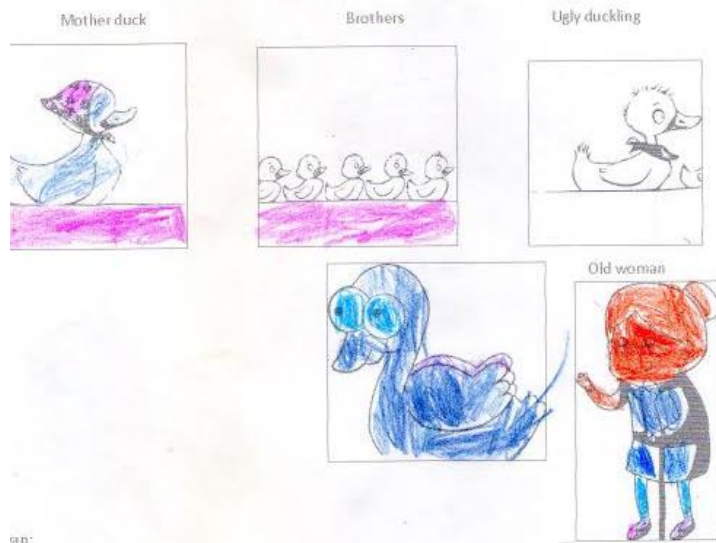
Student 2. Third implementation. The ugly Duckling

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

pendix 5

ne: Student 4

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.



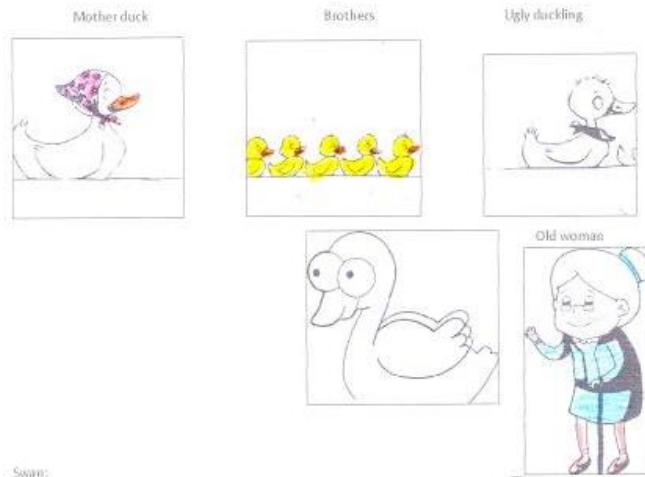
Student 4. Third implementation. The ugly Duckling

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

Name: Student 10

© Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.



Student 10. Third implementation. The ugly Duckling

Half of the kindergarteners had problems to identify the character associated to the value because they colored all of them in the worksheet. For example, in the case of the student 5, the worksheet could have been confusing because it had two ducks, so this shows the importance of creating and adapting material carefully. (See appendix 2, pg 68).

During the last session, the focus group was held and children expressed the following about the stories and the values from the stories.

For instance, Student 3, a three-year-old child gave us an opinion about the Ugly Duckling:

Researcher: ¿El pato estaba triste?

Student 3: Si

Researcher: ¿Por qué?

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P50

Student 3: Porque no tenía comida

(Student 3, Focus group A, Session 7, February, 23)

As it is presented, according to student's response to the researcher's question it is shown that the student could identify the characters and feelings in the tales. Based on these findings we can say that the student could recognize characters that were not generous as these were the cause of the duck's sadness.

Moreover, we can see the perception of the Student 5, and 10 who describe the actions of the main character and relate them with the good actions.

Researcher: ¿qué historia te gustó más?

Student 5: La del ganso de oro. porque el niño compartía con las personas y se casó con la princesa.

(Student 5, Focus group B, Session 7, February, 23)

Researcher: ¿quiénes no fueron generosos en la historia?

“Los patos porque no compartieron y no dejaron jugar al patito y él se sintió muy triste y le decían que era muy feo, pero él era muy bonito y después se encontró con una abuelita que tenía semillas y ella no las quería compartir, todos eran muy malos con el pato.”

(Student 10, Focus group B, Session 7, February, 23)

“Las personas del pueblo no eran generosas. Porque no compartían y le querían quitar el ganso.”

(Student 7, Focus group B, Session 7, February, 23)

Children could support their answer through examples. They showed they understood the stories and situations.

In this second sub category, the researchers analyze if students could identify the respectful acts of the main characters in the tale. Acts like, not hurting people physically or emotionally, not saying bad words, do not insult others, treating other people well and the like.

For the subcategory about respect, three fairy tales were used to foster respect. The results were obtained considering these and they will be shown as follows:

During the fourth implementation, the fairy tale chosen was “Cinderella” and it was presented using a flannel board.

Instruction: Decora los personajes que fueron respetuosos en el cuento. 😊
Decorate the characters that were respectful in the tale.

Step Mother



Fairy godmother



FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P52

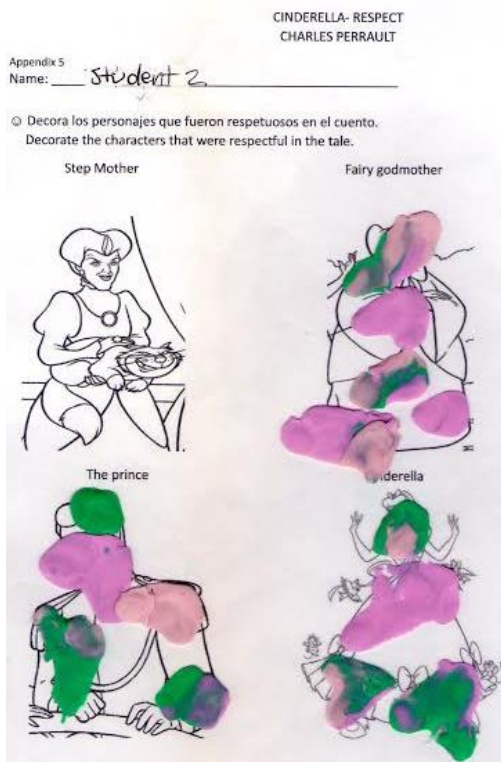
The prince



Cinderella



Now we present some samples of the students' artifacts



Student 2.Fourth implementation. Cinderella

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P53

CINDERELLA- RESPECT
CHARLES PERRAULT

Appendix 5

Name: Student 5

- Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

Step Mother



Fairy godmother



The prince



Cinderella



Student 5.Fourth implementation. Cinderella

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P54

CINDERELLA- RESPECT
CHARLES PERRAULT

Appendix 5
Name: Student 8

© Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

Step Mother



Fairy godmother



The prince



Cinderella



Student 8. Fourth implementation. Cinderella

Again, all the children identified the characters correctly. The instruction they received was to decorate the characters that were respectful in the tale. (See appendix, p. 68)

The fairy tale called “The king of thrusheard” was presented through a play. Children were asked to decorate with play dough the character that was respectful in the tale. As shown below:

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P55

Instruction: Decora el personaje que fue respetuoso en el cuento. 😊
Decorate the character that was respectful in the tale.



Now we present some samples of the students' artifacts

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P56

The king of thrusbeard

Name: student 1

- Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



Student 1. Fifth implementation. The king of thrusbeard

The king of thrusbeard

Name: student G

- Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



Student 6. Fifth implementation. The king of thrusbeard

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P57

The king of thrusbeard

Name: Student 9

- ⊙ Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



Student 9. Fifth implementation. The king of thrusbeard

All the students identified the character correctly; in this case the right answer was the king. (See appendix 2, pg 68). Finally, the fairy tale called “The three languages” was presented using puppets. Children were asked to draw the character that was not respectful in the tale. Now we present some samples of the students’ artifacts

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P58

THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 2

© Dibuja el personaje de la historia que fue irrespetuoso.



Student 2. Sixth implementation. The three languages

THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 4

© Dibuja el personaje de la historia que fue irrespetuoso.



Student 4. Sixth implementation. The three languages

THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 10

© Dibuja el personaje de la historia que fue irrespetuoso.



Student 10. Sixth implementation. The three languages

Four kindergarteners had problems to identify the character because they drew other things different to the ones showed during the puppets show. (See appendix 2, page 68)

As stated by papalia et al (2010) in this stage children could make a mental representation taking into account what they have learnt; it is well established fact that in these activities in which students were constantly making mental representations of the stories the teachers were telling.

In addition, the following excerpts taken from the focus group sessions about the fairy tales “The king of thrusheard” and “Three languages” demonstrate children distinguish between respectful from disrespectful people and they associated the actions performed by the characters with the definitions of the values. Disrespectful people are rude, offend others and laugh at them as these students could identify:

Student9: La princesa se portó mal, fue grosera porque se rió de los príncipes y después dijo mentiras porque se guardó la comida que no era de ella

(Student 9, Focus group C, Session 7, February, 23)

Student6: El papá era bravo y el músico fue bueno, le enseñó a la princesa a respetar.

(Student 6, Focus group B, Session 7, February, 23)

“El rey y la reina tienen que respetar”

(Student 3, Focus group B, Session 7, February, 23)

In general terms, we could evidence that students were able to recognize the generous and respectful characters in each fairy tale. This was possible thanks to the different strategies that were used during the classes, because those allowed us to catch children's attention and therefore they were more committed towards the activities.

Additionally, the fairy tales selected were suitable for children's age and needs and fulfilled researcher's expectations. Previous knowledge contributed to facilitate the transmission of values because some of the students already knew the story and for that reason expressed more their opinions. As the implementations were going forward, it was easier for students to identify the respectful and generous characters and the actions associated with these values as it will be shown in the second category.

“When children are rewarded for behavior that is consistent with laws and social conventions, they are likely to repeat that behavior. When models who behave morally are provided, children are likely to adopt their actions” (Santrock, 2013, p. 295). As we can see, the role of the adults is fundamental for children's development, for example teachers are guides in

the classroom while parents are role models at home. For those reasons, both show children how to be a good and kind person by demonstrating respect and understanding of other's needs.

Category N° 2 Moral development through children's awareness of good actions.

This category refers to children's ability to establish relationships between the definitions of values and their meaning. In the previous category, children were asked to identify generous, selfish, respectful and disrespectful characters in order to build role models. For this category, the main purpose was that children understood how these characters behave so they could perform good actions at home and at school.

As told before, in this category we are going to be seen if the implementations were meaningful and the students learnt how is to behave respectfully and generously and put this knowledge into practice. It is going to be started with the generous actions, in this category we are going to prove if students can be generous in the real life.

To continue with the analysis of this category, in this part it is going to be checked if children could distinguish generous acts from egotistical ones. In the following quote taken from a focus group, we can see the opinion of three students about being generous:

Researcher: ¿eres generoso con tus compañeros y tus papás?
Student7: Los voy a amar mucho, los voy a cuidar.

(Student 7, Focus group C, Session 7, February, 23)

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P62

Researcher: ¿eres generoso y respetuoso con tus compañeros y tus papás?
Student5: Si, si un amigo no tiene rosado, yo le presto mi rosado. Si no tiene onces, yo le doy de mis papas, tambien comparto mis juguetes con mis amigos.

(Student 5, Focus group B, Session 7, February, 23)

Researcher: ¿Y cómo sabes que eres generoso? ¿Qué haces para ser generoso?
Student8: Yo comparto mis juguetes con mi primo Arian y comparto la cama de mi mamá para que no se sienta solita por la noche y comparto mi comida.

(Student 8, Focus group C, Session 7, February, 23)

As it is shown, the students could recognize that acts of generosity involve showing love and fondness, sharing material things and taking care of others.

In addition, the information provided from the interview demonstrates that children improved their behavior after the implementations:

“Muchos de ellos que no compartían, por ejemplo, empezaron a ser más amables y utilizaban expresiones como “Présteme ese color, las profes decían que tenemos que ser generosos”

(Ingrid Gómez, July1st 2016)

After the implementations, the teachers witnessed that children were kind and share their belongings with their classmates. They also recall teachers' pieces of advice.

The final sub category that will be analyze the accomplishment in students learning refer to the value respect. In which will be shown how students can act according to the value learnt in their everyday life

During the focus group sessions, some children said the following:

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P63

Researcher: ¿Qué es ser respetuoso?:

Student3: Cuando no se pegan.

(Student 3, Focus group A, Session 7, February, 23)

Student10: Si profe, yo ayudo a las profes y ellas me quieren mucho, a veces no hago caso, pero no soy grosero ni digo malas palabras porque eso no le gusta a Papito Dios

(Student 10, Focus group C, Session 7, February, 23)

Researcher: ¿eres respetuoso con tus compañeros y tus papás?
Student7: Soy respetuosa porque no le pego a mi mami y a mi papi

(Student 7, Focus group C, Session 7, February, 23)

Researcher: ¿eres respetuoso en tu casa?
Student7: Yo les doy besos a mis papás y les digo cosas lindas, yo nunca peleo con ellos porque me consienten y me dan besitos cuando estoy enferma

(Student 7, Focus group C, Session 7, February, 23)

The previous examples show that children associate the definition of respect with avoiding physical and verbal violence. Hitting someone or telling bad words are behaviours that they do not like to follow. They applied these lessons to their personal life.

Considering these results, it is possible to affirm that students accomplished the objectives set at the beginning of each activity since they were able to understand what respect means and how to act according to this value.

During the interviews, the principal of the kindergarten expressed that children remind constantly their classmates how to behave. To be respectful, students affirm that they should not

say bad words. The principal also mentioned that after the implementations of this project, a student who was very aggressive changed the way he behaved.

“También cuando alguno se portaba mal o decía malas palabras le decían “No seas grosero, tienes que ser respetuoso” y en especial un niño que es muy agresivo, mostró un cambio significativo tanto así que los papás nos preguntaron cómo logramos que cambiara su actitud, para nosotras esto fue muy útil, porque la convivencia en el Jardín mejoró

(Ingrid Gómez, July 1st 2016)

As it can be seen through the examples taken from focus group sessions and interviews, preschoolers were aware of the generous and respectful actions.

We tried to adapt the stories so children could understand them and express their opinions about the situations depicted there, although, they did not have previous knowledge or training in English. For that reason, the tools and strategies used (flannel boards, puppets, performances) contributed to ease children’s understanding as they prefer visual materials.

Nucci states “children’s morality centers around issues of caring, helping others, avoiding harm and being fair” (2009, p. 25). As it is shown, we identified that the concept of generosity is associated with showing love and fondness to family members and classmates. Sharing material things, taking care of others, spending time with their parents and helping them with the house work are examples of how children put in practice what they have learned from fairy tales about values.

“Given favorable family and neighborhood circumstances, the child becomes an intensely moral creature, quite interested in figuring out the reasons of this world: how and why things work, but also, how and why he or she should behave in various situations. (Coles, 1997,

p.98) The world is changing all the time, for that reason schools must encourage students' curiosity. It is possible to conclude that

All learning, including moral learning, will happen best in a community, variously described as caring, democratic, or moral. To create such communities teachers would need to help all students meet their basic human needs for autonomy, belonging, and competence and students would need to be helped to treat classmates fairly and kindly. (Watson, M, 2008, p.196)

Finally, fairy tales were useful to foster in children values such as generosity and respect because the plots of the stories presented situations that happened in real life, like, rejection, humiliation, and violence. These fairy tales will provide opportunities to discuss with kids the importance of being generous and respectful as the characters from the stories to have a happy ending.

CHAPTER 6

CONCLUSIONS

In this final chapter, we present the conclusions of this research study and the relevant findings which are going to be useful for us in our professional careers. After that, we answered the two research questions proposed at the beginning of the research and the pedagogical implications. To conclude this chapter, we also included the limitations that we had to face during the development of this project and suggestions for further research.

The aim of this study was to explore how to foster values in kindergarteners using fairy tales. We have argued in this research that teaching values in Elementary school is essential in order to improve childrens' behavior.

During the implementations, students were motivated to know more about the stories and to do the activities proposed, so it is possible to say that fairy tales are useful to encourage students' learning. Fairy tales promote meaningful learning because students were able to identify the situation expressed in the tale and related it with their personal life. For instance, children explained how they put into practice the values learnt during the focus groups. Flannel boards, theater plays and puppet shows were dynamic tools to tell children fairy tales. Kindergarteners showed that they understood the story and the moral lesson through the activities they had to develop.

Bearing in mind the data collected and the analysis done, it was possible to answer the following research questions:

How to foster generosity and respect in kindergarteners at Números y Letras using fairy tales in English?

For this project six fairy tales were chosen to teach children values such as respect and generosity. The stories were selected considering students' needs, age and interest. Some of the fairy tales were adapted by the researchers. Flannel boards, puppets and theater plays were the tools used to tell children the fairy tales. The activities tried to be dynamic, so kindergarteners would participate. In addition, those were useful to catch children's attention during each session.

During the implementation children improved their behavior; they were more gentle and willing to share their belongings with their classmates. In addition, they were respectful with each other. They tried to avoid using bad words and physical violence decreased. Moreover, when one of the students misbehaved the others recalled the Fairy tales taught and showed how to behave correctly. In this way, it is seen how fairy tales were effective to teach generosity and respect to kindergarteners since children demonstrated a well understanding of the value through their actions. Children understood the plot of the stories and the value explained, so they were active participants; this also proved the usefulness of fairy tales to teach values.

Pedagogical Implications

After this whole process, we realized that there are four important factors that should be considered: Firstly, as kindergarteners are in such a young age, it is difficult to be able to control any situation that could happen during the class, so it is important to have good classroom management. Secondly, children need to be motivated that is why the activities must be dynamic. The third aspect to bear in mind is to adapt fairy tales taking into account students needs and preferences. Finally, it is different when you read a story than when you act it, so it is important to find different strategies and materials to engage children in the activities proposed.

When telling fairy tales, it is important to be aware of students' English level; it is

advisable to modify the length of the tale and vocabulary used.

Limitations

During the implementations, we had to struggle with some difficulties; for example, students' age was a limitation because their attention span is shorter, and it was difficult to keep them engaged with the activities. It was necessary to use different strategies and materials such as: attention grabbers, songs, TPR activities or questions to keep students interested during the implementations. Another difficulty during the process was student's English level, because they had not been exposed to this language before; for that reason, it was decided to use images and mimic to facilitate their comprehension. During the data analysis, it was hard to understand children's drawings since they were very abstract, so it was necessary to ask students to explain their drawings.

Finally, we faced another problem we did not have enough experience with kindergarteners, so teaching students in such a young age was challenging. Moreover, these children did not know how to write and read. For that reason, we designed dynamic activities suitable for them that involved drawing, and coloring.

Further Research

Our research was focused only in teaching two values: generosity and respect, so for further researches it would be interesting to find out how effective fairy tales could be to teach other values using the same or different strategies and tools. In addition, we propose to conduct other research with different groups of participants such as primary students and teenagers.

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Appendix 1: Focus Groups Sessions

Focus Group questions:

1. Did you like the stories?
2. Which story did you like the most?
3. How did the protagonist of the story behave?
4. How did the other characters behave?
5. What did you learn from the story?
6. Are you respectful with your classmates and parents?
7. What do you do at home and at school to be respectful?
8. Are you generous with your classmates and parents?
9. What do you do at home and at school to be generous?

Focus Group Transcriptions:

Group A (3 years old children)

Researcher: Les gusto los cuentos de hadas?

Student1: Si

Student2: Si

Student3: Si

Student4: Si

Researcher: ¿Cuál fue su personaje favorito?

Student1: La bruja

Researcher: ¿La bruja era generosa o no?

Student1: Si

Researcher: Si, ¿por qué?

Student1: Porque convirtió el sapo al príncipe

Researcher: Bueno, y el pato ¿El pato era generoso?

Student2: No, esta triste

Researcher: ¿El pato estaba triste?

Student2: Si

Student3: Si

Researcher: ¿Por qué?

Student2: Porque no tenía juguetes

Student3: Porque no tenía comida

Researcher: ¿La mamá pata era generosa con el pato?

Student4: Si

Researcher: Si la mamá pata le decía no le compartía la comida y le decía que no era su hijo ¿eso es ser generoso?

Student1: No

Student2: No

Student3: No

Student4: No

Researcher: entonces ¿qué es ser generoso?

Student1: Compartir

Researcher: ¿Ustedes son generosos? ¿Ustedes comparten?

Student1: Con mi tía

Student2: Yo comparto las verduras

Student3: Yo comparto las botas

Student4: Los colores

Researcher: ¿Tenemos que ser generosos?

Student1: Si

Student2: Si

Student3: Si

Student4: Si

Researcher: ¿Cuál fue su historia favorita?

Student1: La del rey

Student2: El mono

Student3: Cenicienta

Student4: Cenicienta

Researcher: ¿la madrastra era respetuosa con la princesa?

Student1: No

Student2: Si

Student3: Si

Student4: No

Researcher: Si ella trataba mal a la princesa ¿eso es ser respetuoso?

Student1: No

Student2: No

Student3: No

Student4: No

Researcher: Entonces ¿Cómo se comportó la madrastra?

Student1 Mal

Student2 Ella era fea y tiene el cabello feo.

Researcher: ¿la hada madrina era respetuosa?

Student2: No se

Researcher: ¿Cómo trataba a cenicienta?

Student1: Bien

Student2: Bien

Researcher: ¿Cómo era cenicienta?

Student1: Bonita

Researcher: Ella era... ¿respetuosa?

Student1 Si

Student2: Si

Student3: Si

Student4: Si

Researcher: ¿El rey era respetuoso?

Student1: El rey es bonito

Student2: El rey y a reina tienen que respetar

Researcher: ¿A quién tienen que respetar?

Student2: A la princesa

Researcher: ¿Qué es ser respetoso?:

Student3: Cuando no se pegan.

Researcher: y cuando se dicen malas palabras ¿Eso es ser respetuoso?

Student1: No

Student2: No

Student3: No

Student4: No

Focus Group B (4 years old children)

Student 1

1. ¿te gustaron las historias?

Si, me gustaron mucho. Porque eran bonitas y aprendí muchas cosas.

Si me gustaron

Me gusto mucho.

R: ¿qué historia te gustó más?

S5: La del ganso de oro. porque el niño compartía con las personas y se casó con la princesa.

S6:La historia del reino, del rey de la barba.

S7:La cenicienta y la de la princesita.

R: ¿Cómo se comporto el protagonista?

S5:Era generoso porque compartía con las personas.

S6:La historia del reino, del rey de la barba.

S7:A ella le decían malas palabras, era buena y amable con las personas

R: ¿cómo se comportaron los otros personajes?

S5: Las personas del pueblo no eran generosas. Porque no compartían y le querían quitar el ganso.

S6: El papá era bravo y el músico fue bueno, le enseñó a la princesa a respetar.

S7:La mamá que tenia era grosera y la trata mal.

R¿Qué aprendiste de la historia?

S5: Que toca ser generosos y compartir con las personas, que toca compartir con las personas y ayudarlas con todo. toca compartir juguetes, comida y colores.

S6:A no pegarle a mi papa

S7:No les voy a pegar a los compañeros, tampoco les voy a decir malas palabras.

R: ¿eres generoso y respetuoso con tus compañeros y tu papas?

S5:Si, si un amigo no tiene rosado yo le presto mi rosado.si no tiene onces yo le doy de mis papas, tambien comparto mis juguetes con mis amigos.

S6:Solo cuando no me pegan, porque no me gusta.

S7:Soy respetuosa porque no le pego a mi mami y a mi papi.

R ¿eres generoso y respetuoso con tus compañeros y tu papas?

S5:Le ayudo a mi mamá a veces con las cosas de la casa, a limpiar y organizar mi cama.

S6:No pegarle, ni gritar a mi papa.

S7: Los voy a amar mucho, los voy a cuidar.

Focus Group C (5 years old children)

R: Hola niños. ¿Cómo están? Yo soy la profe y quiero hacerles unas preguntas.

Students: Hola profe. Bien.

R: Entonces ahora me van a contar. ¿Les gustaron las historias?

Students: Si, mucho, los profes son muy chéveres.

R: Me alegra mucho, estudiante 1 cuéntame ¿Cuál fue tu historia favorita?

S8: La de los patos porque el pato se convirtió en un cisne y me gusto que todos le pegaron.

R: ¿Te gusto que todos le pegaron? ¿Seguro? ¿Hacer eso está bien?

Students: No, eso está mal, porque eso no es generoso.

R: Muy bien, ahora estudiante 1 cuéntame ¿Quién fue el personaje generoso en la historia?

S8: El pato fue generoso porque él los ayudaba a todos y compartía con ellos pero los
otros patos y su mamá eran muy groseros con él

R: Ya sabemos quién se portó bien ahora dime y fue generoso ¿Quién o quienes no fueron
generosos y cómo se sintió el pato con eso?

S8: Los patos porque no compartieron y no dejaron jugar al pato y él se sintió muy triste y le decían que
era muy feo, pero él era muy bonito y después se encontró con una abuelita que tenía semillas y ella no
las quería compartir, todos eran muy malos con el pato.

R: Que bueno que te haya quedado claro por qué no fueron generosos con el pato. Puedes contarme ¿qué
aprendiste de esta historia?

S8: Que debemos ser generosos y compartir todas nuestras cosas

R: Estudiante 1 cuéntame, ¿Tú eres generoso en tú en el jardín?

S8: Sí señora, yo soy generoso con todas las personas.

R: ¿Y cómo sabes que eres generoso? ¿Qué haces para ser generoso?

S8: Yo comparto mis juguetes con mi primo Arian y comparto la cama de mi mamá para
que no se sienta solita por la noche y comparto mi comida....

S9: Yo también comparto mi comida con mi prima Bri y también el jabón

S8: Profe yo también comparto mi crema que mi mamá me aplica después de bañarme y mi ropa

R: Y en tu casa ¿Qué cosas generosas haces?

S8: Comparto con mi papá viendo televisión y un día vimos el partido de Colombia y también

compartimos la loción por eso yo huelo rico siempre.

R: Listo estudiante 9, muchas gracias. Ahora vamos con el estudiante 2. Cuéntame, ¿Te gustaron las historias?

S9: Me gustaron mucho, yo las he visto por televisión con mi mamá, cuando ella está en la casa y podemos levantarnos muy tarde.

R: Que bueno, cuéntame ¿Cuál fue la que más te gusto?

S9: Me gusto la de la princesa grosera, yo también soy una princesa. Y el papá de la niña invitó a muchos príncipes a la casa a bailar con ella y ella tenía un vestido grande y de muchos colores, era linda.

R: Bueno muy bien, entonces dime ¿Quién fue el personaje respetuoso en la historia?

S9: El músico que también era un príncipe era respetuoso con la princesa, la trataba bien y no le decía malas palabras.

R: Listo Estudiante 9, ahora que ya sabemos quién fue el respetuoso. ¿Cuál será el personaje que no lo fue?

S9: La princesa se portó mal, fue grosera porque se rió de los príncipes y después dijo mentiras porque se guardó la comida que no era de ella.

R: Entonces qué dices ¿Tenemos que reírnos de las demás personas? ¿Eso está bien o está mal?

S9: Eso está mal profe, yo no me rio de mis amigos.

R: Eso está muy bien, ¿Qué aprendiste de la historia?

S9: Que debemos ser respetuosos y no decirle malas palabras a las personas.

R: Y entonces ¿Tú eres respetuosa en tú en el jardín?

S9: Si profe, yo no le pego a nadie y no digo malas palabras, porque eso está muy mal

R: Y en tu casa, ¿Cómo eres respetuosa?

S9: Yo les doy besos a mis papás y les digo cosas lindas, yo nunca peleo con ellos porque me consienten y me dan besitos cuando estoy enferma.

R: Muchas gracias. S3 cuéntame ¿Te gustaron las historias?

S10: Si señora. Me gustaron todas las historias

R: ¿Cual fue tú historia favorita?

S10: La del sapo que se volvió príncipe.

R: Y ¿Por qué esa historia, puedes contarme que pasaba y el motivo por el que te gusto?

S10: Porque la princesa al principio fue muy mala con el sapo y le decía que era feo, pero al final él se convirtió en un príncipe y entonces ella se enamoró de él y fueron muy felices.

R: Entonces ¿Quién fue el personaje respetuoso en la historia?

S10: El sapo porque ayudo a la princesa y cuando ella le decía cosas feas él no fue grosero con ella ni le

dijo malas palabras, el papá de la princesa también fue respetuoso porque ayudo al sapo y regaña a su hija cuando se puso grosera.

R: Muy bien, para ti ¿Cuál fue el personaje que no fue respetuoso?

S10: La princesa no fue respetuosa porque era muy grosera y le decía cosas feas al sapo, tampoco quería compartir con él su comida ni su cama, ella era muy grosera y eso no se hace.

R: Gracias S3 ¿Qué aprendiste de la historia?

S10: Aprendí que debemos respetar a los demás, ayudarlos y no decirles malas palabras para que no se sientan tristes, a mí no me gusta cuando mis papás están bravos y me dicen cosas feas, yo me pongo triste y lloro.

R: Tus papás ¿Te regañan mucho?

S10: No profe, solo cuando yo hago cosas malas y no hago caso, mi papá es muy bravo.

R: Entonces tienes que hacer caso y portarte juicioso ¿Verdad?

S10: Sí señora.

R: Y tú ¿Eres respetuoso en el jardín?

S10: Si profe, yo ayudo a las profes y ellas me quieren mucho, a veces no hago caso pero no soy grosero ni digo malas palabras porque eso no le gusta a Papito Dios.

R: Eso está muy bien, y en tú casa ¿Eres respetuoso con tus papás y hermanos?

S10: Sí señora, yo tengo un hermano pequeñito, y cuando él se pone grosero yo le digo a mis papás y ellos lo regañan pero yo no le pego porque es mi hermanito.

R: Listo chicos, muchas gracias. Chao.

Students: Chao profe.

Appendix 2 Activities



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés
Teaching Generosity and Respect
Through Literacy



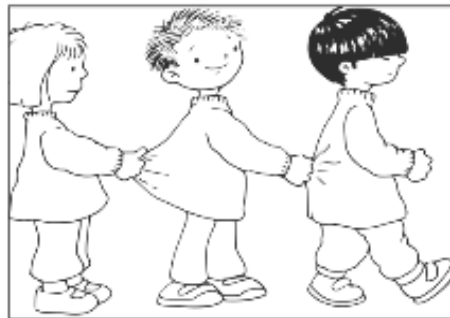
Nombre: _____

☺ Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

Hechicero



Personas del pueblo



Tontín



Rey y la princesa que nunca sonreía





Name: _____

- © Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P81



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero - Inglés
Promoting Generosity and Respect



UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

Name: _____

- Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

Mother duck



Brothers



Ugly duckling



Old woman



Swan:



Appendix 4

Name: _____

- ☺ Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

Step Mother



Fairy godmother



The prince



Cinderella



FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P83



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés
Teaching Generosity and Respect
Through Literacy
GRIMM BROTHERS



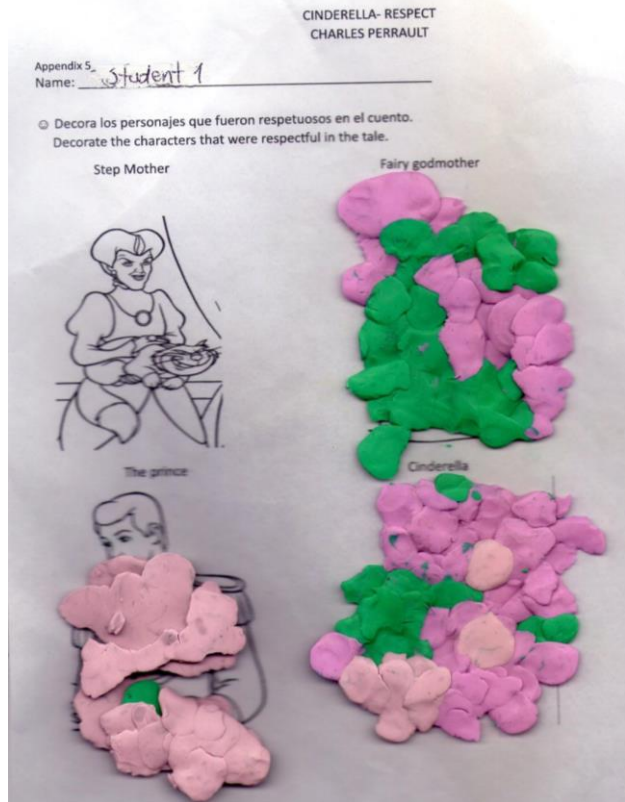
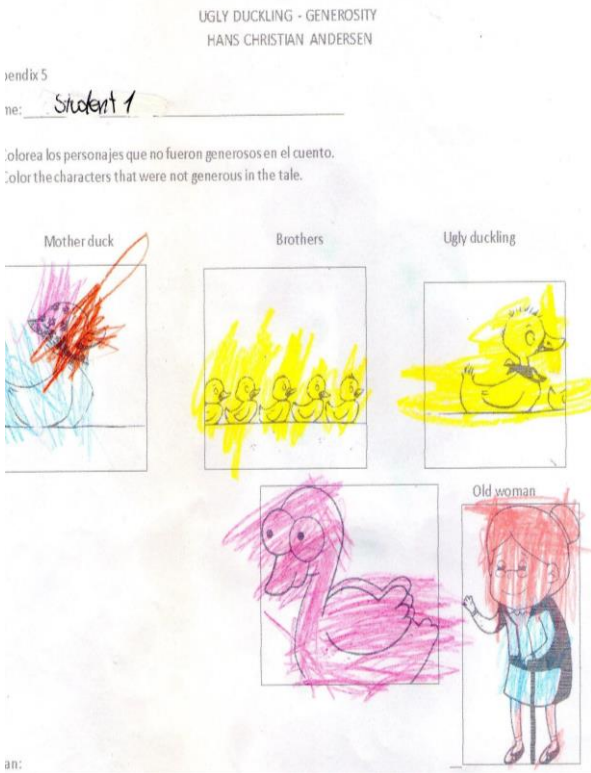
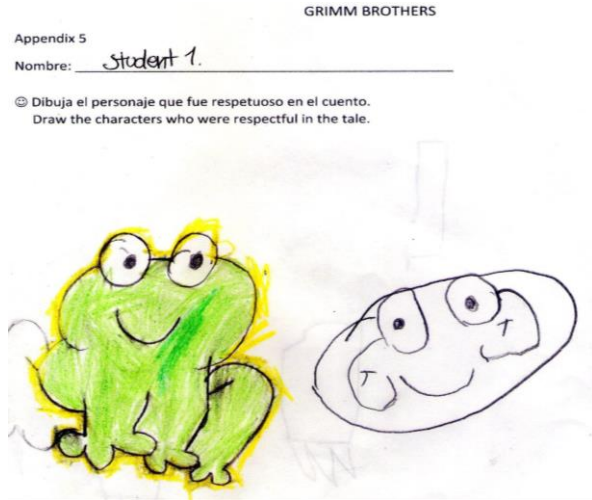
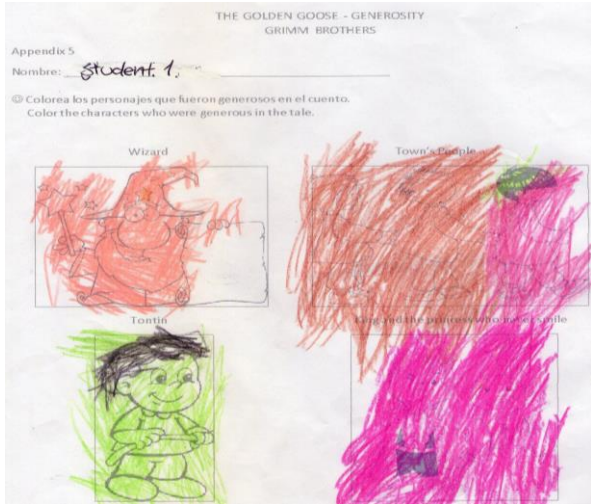
Appendix 5

Nombre: _____

☺ Dibuja el personaje que fue respetuoso en el cuento.
Draw the characters who were respectful in the tale.

Appendix 3
Students' Artifacts

Student N° 1



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P85

The king of thrusbeard

Name: Student 1

Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 1

Dibuja el personaje de la historia que fue irrespetuoso.



Student N° 2

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

appendix 5

Name: Student 2

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.



THE FORG PRINCE - GENEROSITY
GRIMM BROTHERS

appendix 5

Name: Student 2

Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.



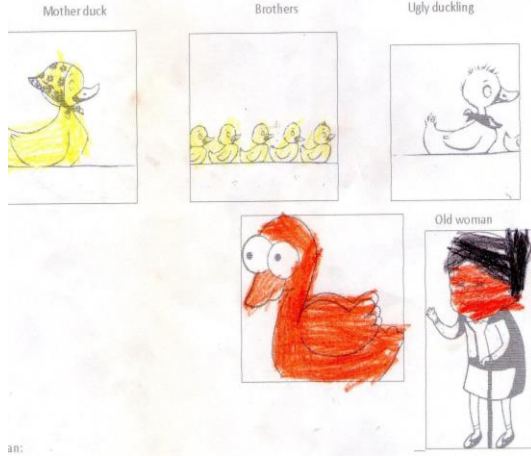
FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P86

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

Name: Student 2

Decora los personajes que no fueron generosos en el cuento.
Decorate the characters that were not generous in the tale.



CINDERELLA- RESPECT
CHARLES PERRAULT

Appendix 5

Name: Student 2

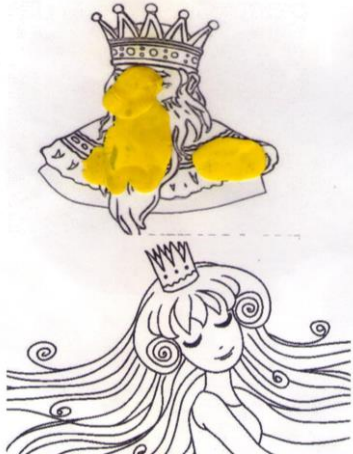
Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.



The king of thrusbeard

Name: Student 2

Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 2

Dibuja el personaje de la historia que fue irrespetuoso.



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P87

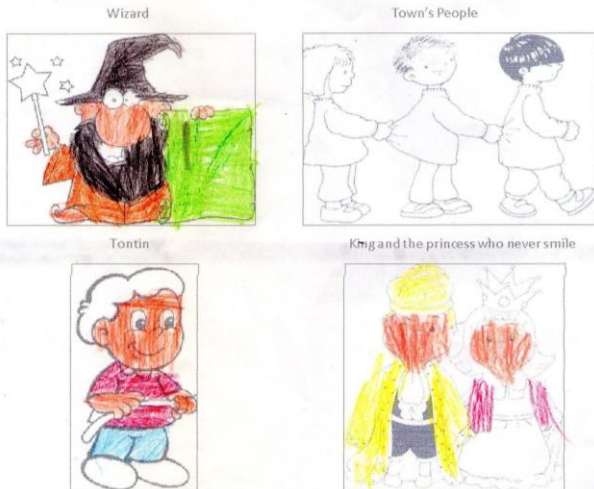
Student N°3

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: Student 3

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

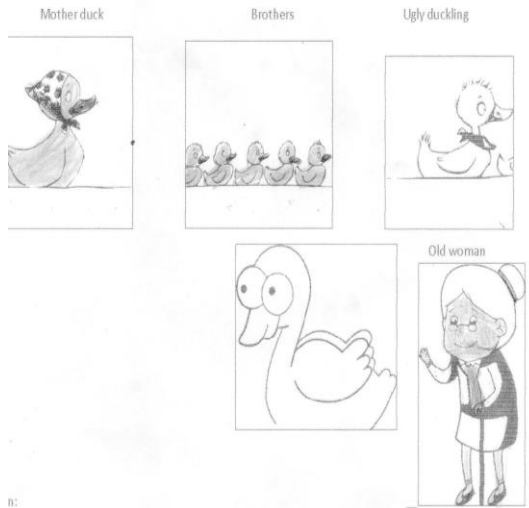


UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

Nombre: Student 3

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.



GRIMM BROTHERS

Appendix 5

Nombre: Student 3

⊗ Dibuja el personaje que fue respetuoso en el cuento.
Draw the characters who were respectful in the tale.

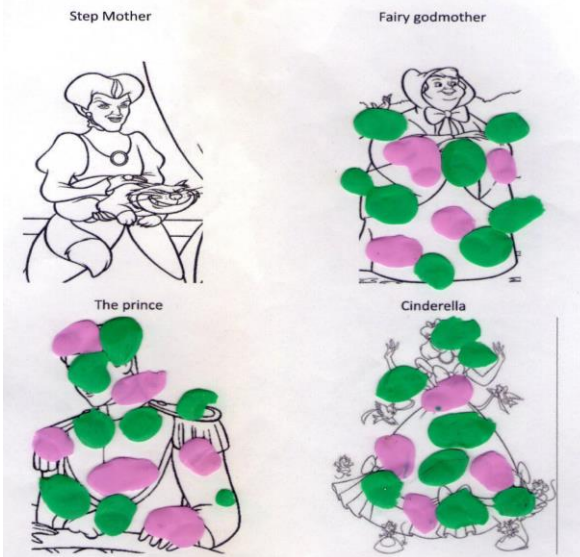


CINDERELLA- RESPECT
CHARLES PERRAULT

Appendix 5

Nombre: Student 3

⊗ Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

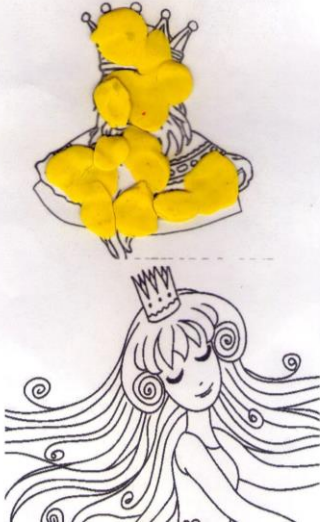


FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P88

The king of thrusbeard

Name: Student 3

- Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 3

- Dibuja el personaje de la historia que fue irrespetuoso.



Student N° 4

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

appendix 5

Name: Student 4

- Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

Wizard



Town's People



Tontin



King and the princess who never smile



THE FORG PRINCE - GENEROSITY
GRIMM BROTHERS

appendix 5

Name: Student 4

- Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.



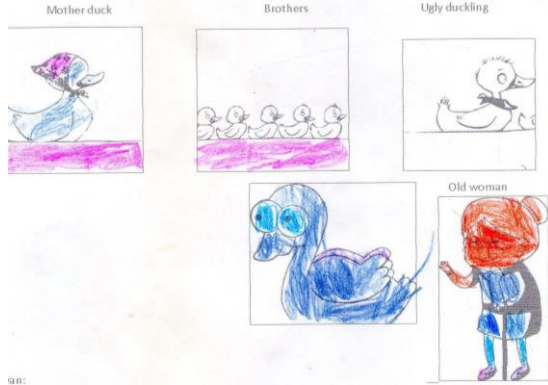
FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P89

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

pendix 5

me: Student 4

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

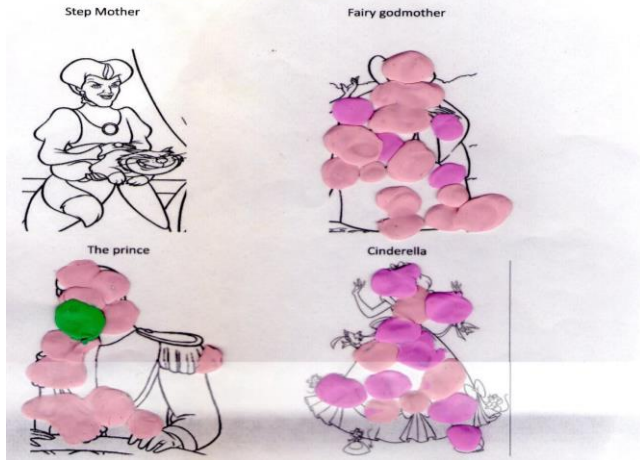


CINDERELLA - RESPECT
CHARLES PERRAULT

Appendix 5

Name: Student 4

Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

The king of thrushbeard

Name: Student 4

Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



appendix 5

Name: Student 4

Dibuja el personaje de la historia que fue irrespetuoso.




FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P90

Student N°5


Appendix 5
Nombre: Student 5

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

Wizard Town's People



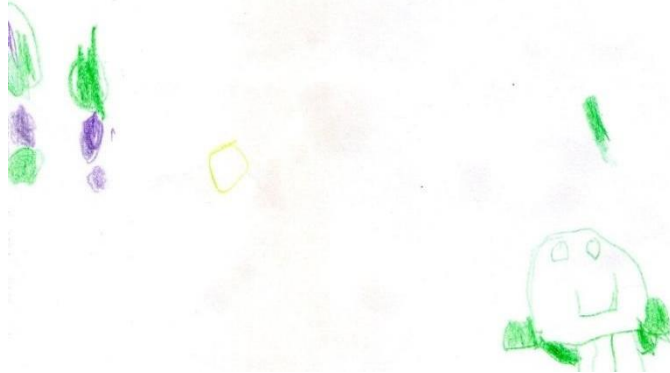
Tontin King and the princess who never smile



Appendix 5

Nombre: Student 5

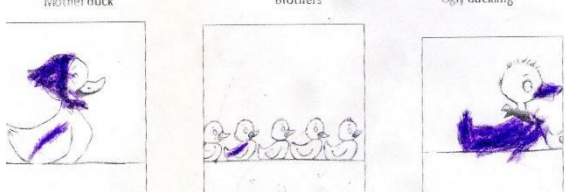
Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.




Appendix 5
Nombre: Student 5

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

Mother duck Brothers Ugly duckling



Old woman



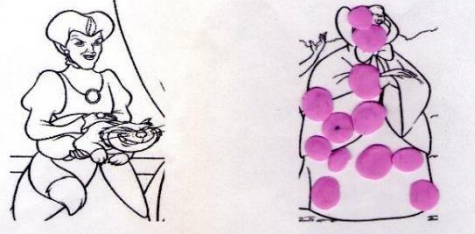
CINDERELLA - RESPECT
CHARLES PERRAULT

Appendix 5


Nombre: Student 5

Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

Step Mother Fairy godmother



The prince Cinderella



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P91

The king of thrusbeard

Name: Student 5

Decorate the character that was respectful in the cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 5

Dibuja el personaje de la historia que fue irrespetuoso.



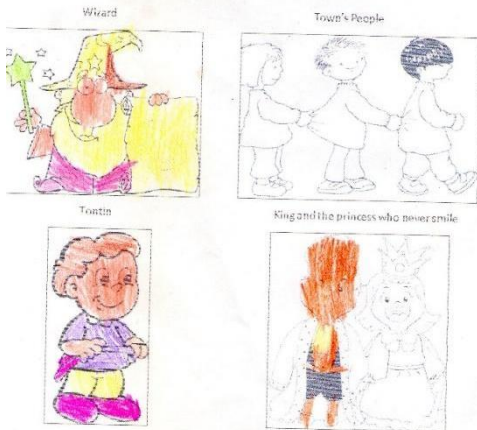
Student N°6

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

appendix 5

Name: Student 6

Dibujar los personajes que fueron generosos en el cuento.
Draw the characters who were generous in the tale.



THE FORG PRINCE - GENEROSITY
GRIMM BROTHERS

appendix 5

Name: Student 6

Dibujar el personaje que fue generoso en el cuento.
Draw the character who was generous in the tale.



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P92

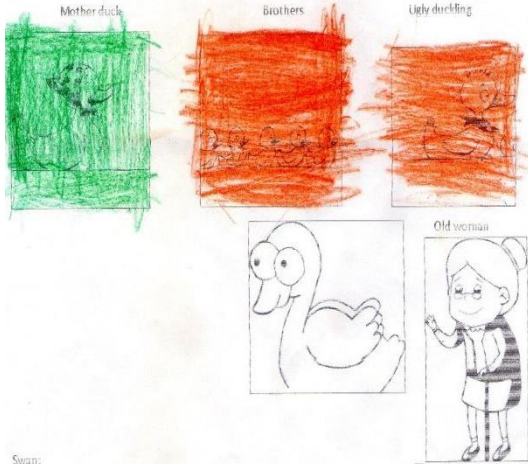
UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

Name: _____

Student 6

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

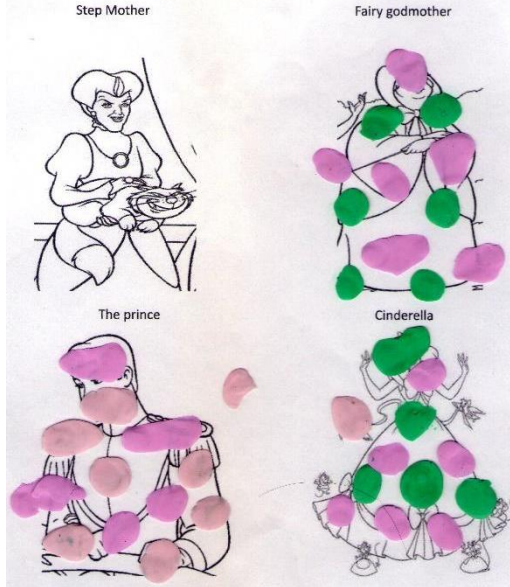


CINDERELLA - RESPECT
CHARLES PERRAULT

Appendix 5

Name: Student 6

Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

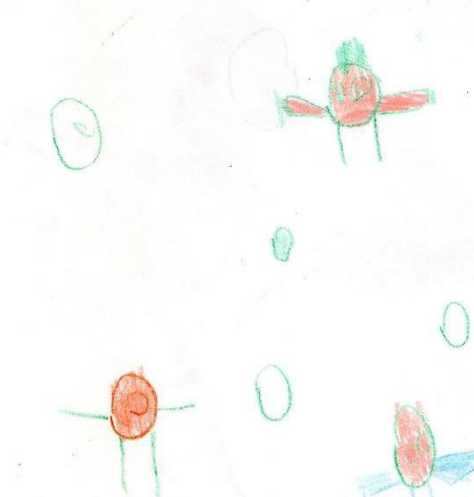
Name: Student 6

Dibuja el personaje de la historia que fue irrespetuoso.

The king of thrusheard

Name: Student 6

Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P93

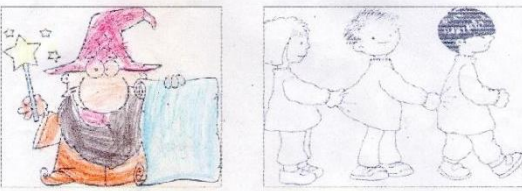
Student N°7

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS


Appendix 5
Nombre: Student 7

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

Wizard Town's People



Town King and the princess who never smile



THE FORG PRINCE - GENEROSITY
GRIMM BROTHERS

Appendix 5
Nombre: Student 7

Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.

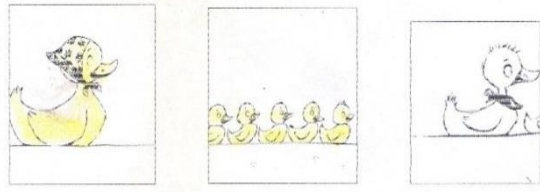


UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

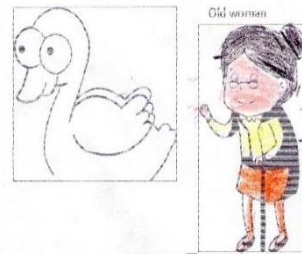
Appendix 5
Name: Student 7

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

Mother duck Brothers Ugly duckling



Old woman




Sivan:

CINDERELLA - RESPECT
CHARLES PERRAULT


Appendix 5
Name: Student 7

Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

Step Mother Fairy godmother



The prince Cinderella



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P94

The king of thrusbeard

Name: student 7

© Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: student 7

© Dibuja el personaje de la historia que fue irrespetuoso.



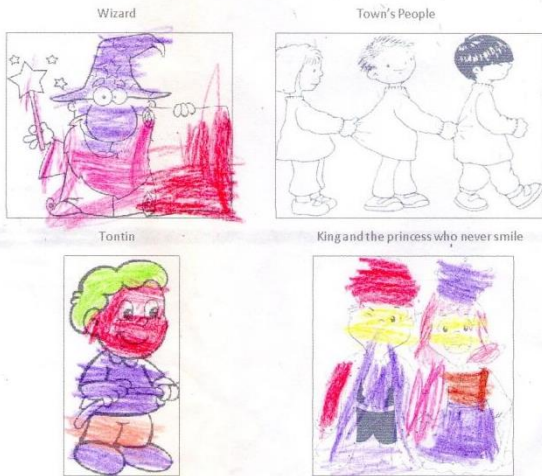
Student N° 8

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: student 8

© Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.



THE FORG PRINCE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: Student 8

© Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P95

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

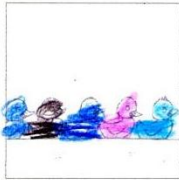
Name: Student 8

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

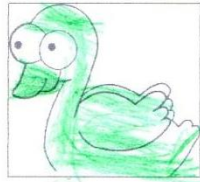
Mother duck



Brothers



Ugly duckling



Old woman



Swan:

Name: Student 8

Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



CINDERELLA - RESPECT
CHARLES PERRAULT

Appendix 5

Name: Student 8

Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

Step Mother



Fairy godmother



The prince



Cinderella



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 8

Dibuja el personaje de la historia que fue irrespetuoso.



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P96

Student N° 9

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: Student 9

Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.



Wizard



Town's People



Tontin



King and the princess who never smile

THE FORG PRINCE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: Student 9

Dibuja el personaje que fue generoso en el cuento.
Draw the characters who were generous in the tale.



CINDERELLA - RESPECT
CHARLES PERRAULT

Appendix 5

Nombre: Student 9

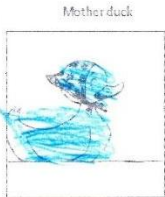
Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

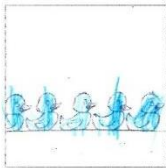
Appendix 5

Nombre: Student 9

Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.



Mother duck



Brothers



Ugly duckling



Swan



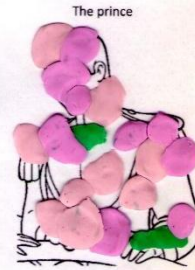
Old woman



Step Mother



Fairy godmother



The prince



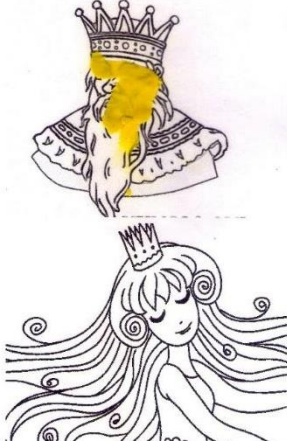
Cinderella

FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P97

The king of thrusbeard

Name: Student 9

- Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: Student 9

- Dibuja el personaje de la historia que fue irrespetuoso.



FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P98

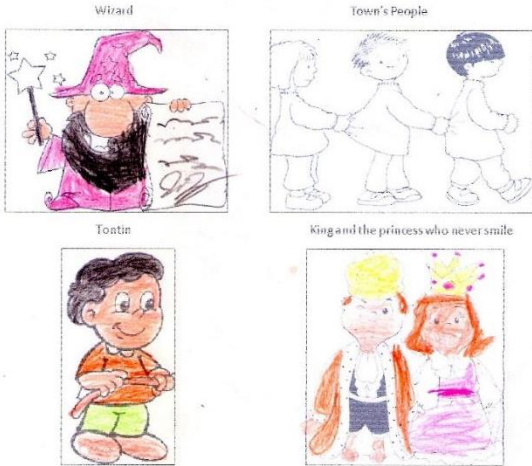
Student N° 10

THE GOLDEN GOOSE - GENEROSITY
GRIMM BROTHERS

Appendix 5

Nombre: Student 10

© Colorea los personajes que fueron generosos en el cuento.
Color the characters who were generous in the tale.

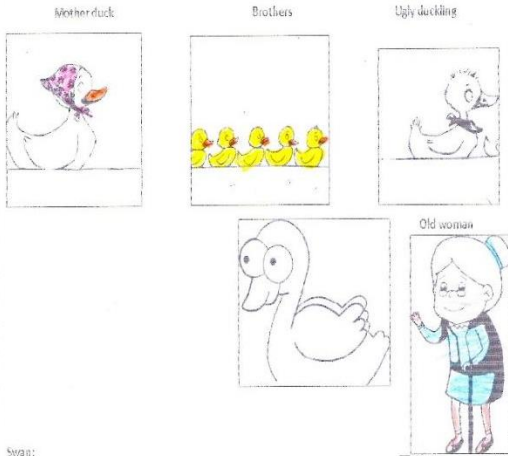


UGLY DUCKLING - GENEROSITY
HANS CHRISTIAN ANDERSEN

Appendix 5

Nombre: Student 10

© Colorea los personajes que no fueron generosos en el cuento.
Color the characters that were not generous in the tale.

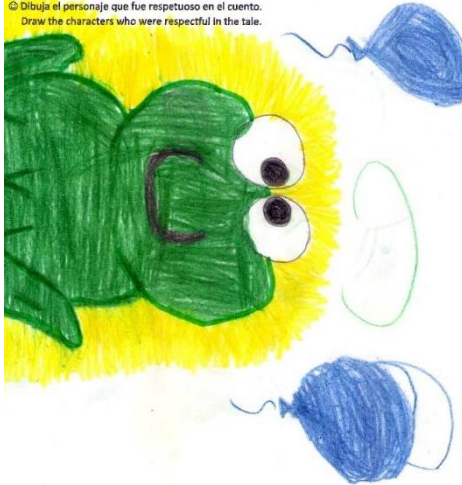


GRIMM BROTHERS

Appendix 5

Nombre: _____

© Dibuja el personaje que fue respetuoso en el cuento.
Draw the characters who were respectful in the tale.

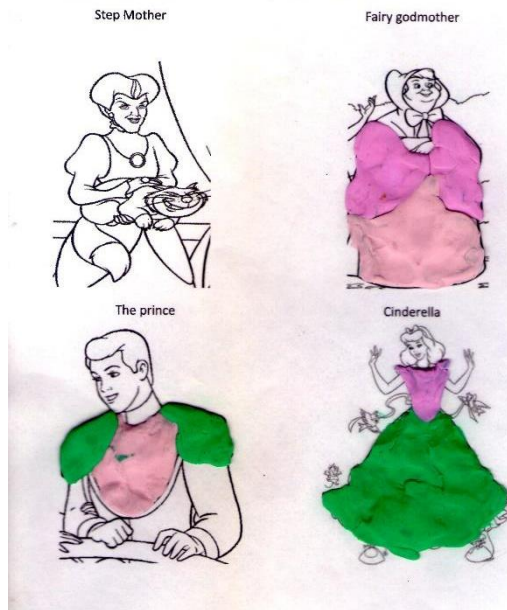


CINDERELLA - RESPECT
CHARLES PERRAULT

Appendix 5

Nombre: Student 10

© Decora los personajes que fueron respetuosos en el cuento.
Decorate the characters that were respectful in the tale.

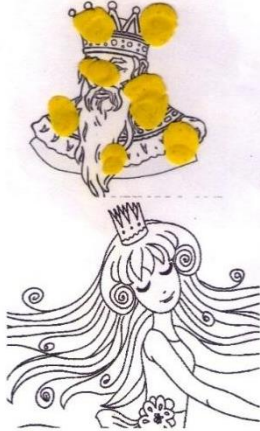


FOSTERING GENEROSITY AND RESPECT IN KINDERGARTENERS AT NÚMEROS Y LETRAS USING FAIRY TALES P99

The king of thrusbeard

Name: student 10

- © Decora el personaje que fue respetuoso en el cuento.
Decorate the character that was respectful in the tale.



THE THREE LANGUAGES - RESPECT
THE GRIMM BROTHERS

appendix 5

Name: student 10

- © Dibuja el personaje de la historia que fue irrespetuoso.



Appendix 4:
Semi-structured Interviews

First interview before the implementations:

Date: July 1st 2016

Setting: Kindergarten Números y Letras.

Interviewed: Hilda Arango and Ingrid Gómez

Interviewer: Danna Peralta and Melisa Gómez

Introduction:

Buenos días profesoras, nosotras somos estudiantes de la Universidad Minuto de Dios y estamos realizando nuestro trabajo de grado relacionado con la enseñanza de valores por medio de cuentos de hadas en inglés ya que este es nuestro campo de acción. Por esta razón queremos realizarles unas preguntas y agradecemos nos puedan ayudar respondiendolas. Esta entrevista está compuesta por 6 preguntas con una duración aproximada de 30 minutos.

1. ¿Cuántos años lleva en funcionamiento este Jardín?

Nosotras llevamos 21 años trabajando desde la casa con el Jardín.

2. ¿Cuántos años tiene de experiencia realizando esta labor?

Nuestra experiencia trabajando con niños es de aproximadamente 30 años ya que hemos sido docentes de niños en edades tempranas, en otras instituciones educativas, antes de tener el Jardín en nuestra casa.

3. ¿Cómo se siente trabajando en el cuidado de niños?

Esta labor es maravillosa, trabajar con niños es una experiencia única de la que se aprende mucho cada día, las diferencias de cada niño y cómo estas aportan a nuestra vida personal hacen que nuestro quehacer valga la pena, claro, que tiene sus momentos difíciles, en muchas ocasiones los padres de familia son los que hacen que nuestro trabajo sea un poco más complicado y en ocasiones menospreciado, pero cada día damos gracias a Dios por permitirnos dedicar nuestras vidas a educar y preparar el futuro del país.

4. ¿Cree usted que el comportamiento de los niños cuando usted inició en esta labor a los que tiene bajo su cargo actualmente, presenta alguna variación? ¿Puede darnos ejemplos?

Si, cuando nosotras empezamos en esta labor los niños era más fáciles de tratar, eran más

amables, digamos la tecnología no estaba tan al alcance de ellos, pero ahora ellos alardean todo el tiempo de las cosas que tienen sea una Tablet un videojuego o un celular, y esto ha hecho que ellos pierdan el interés por hacer actividades de su edad, como cantar, jugar, entre otras y son muy egoístas, no les gusta compartir ese tipo de objetos, ni tampoco los que encuentran en el Jardín debe ser porque los toman como propios por ejemplo “Mi papá me compro una Tablet y no se la voy a prestar”

Muchos tienden a ser groseros y contestar con malas palabras cuando se les llama la atención o repiten las expresiones y groserías que escuchan en casa o en televisión, por ejemplo “Usted es un estúpido” “Debería morirse y no joderme más” un factor que también ha afectado mucho, es que muchos niños son hijos de padres separados, entonces permanecen mucho tiempo solos en casa o la mala relación que tienen los papás afecta su percepción del mundo y de lo que es correcto y lo que no lo es.

5. ¿Qué tan importante considera usted que es la enseñanza de valores en la primera infancia?

Enseñar valores a los niños es primordial en el desarrollo del niño, ya que estos le permiten formar una personalidad sólida, con principios y buenas bases para el futuro cuando necesiten tomar decisiones importantes, los valores que tienen les van a ayudar a decidir lo que es bueno y malo, por eso aquí en el Jardín nos esforzamos por hacer de ellos buenos ciudadanos.

6. ¿Cuál considera usted que pueda ser una estrategia útil para mejorar el comportamiento de los niños y niñas del Jardín?

Como todo con los niños, por medio de juegos, actividades en las que ellos puedan interactuar, con situaciones de la vida real, consideramos que una estrategia muy útil para trabajar con ellos pueden ser los cuentos, ya que ellos se familiarizan fácilmente con las historias y eso les permite aprender muchas cosas sobre el mundo real.

Second interview after the implementations:

Date: November 24st 2016

Setting: Kindergarten Números y Letras.

Interviewed: Hilda Arango and Ingri Gómez

Interviewer: Danna Peralta and Melisa Gómez

Introduction:

Buenos días profesoras, la siguiente entrevista es similar a la que realizamos al inicio de este proceso, la cual fue muy útil para el desarrollo de las actividades propuestas y llevadas a cabo con los niños. Esta tiene como fin evaluar el proceso realizado y que en su concepto nos digan si los problemas identificados anteriormente, fueron o no minimizados. Por esta razón queremos realizarles unas preguntas y agradecemos nos puedan ayudar respondiendolas. Finalmente, esta entrevista está compuesta por 4 preguntas con una duración aproximada de 30 minutos.

1.¿Considera usted que el método utilizado por las investigadoras de utilizar los cuentos de hadas para promover el respeto y la generosidad fue asertivo?

Fue muy acertado, ya que los niños estuvieron muy atentos a cada una de las historias y esperaban ansiosos la siguiente sesión para conocer más, sin embargo algunos conocían las historias, pero eso no impidió que estuvieran concentrados y a la expectativa en cada clase.

2.¿Qué opina de las diferentes estrategias que las investigadoras utilizaron para presentar los cuentos de hadas? ¿Estas fueron acorde a las edades y gustos de los niños?

Nos gustaron todas las estrategias que utilizaron, pero nuestra favorita fue la del franelógrafo, ya que no la conocíamos y nos pareció muy interesante ver el efecto que tuvo en los niños, porque no quitaban su atención de las imágenes y la investigadora que les estaba contando la historia, es importante decir que las investigadoras tuvieron muy buena disposición con los niños y eso facilitó el desarrollo de sus actividades.

3.¿Cree usted que el comportamiento de los niños presentó algún tipo de cambio luego de las implementaciones realizadas por las investigadoras? ¿Puede darnos ejemplos?

Para nosotras fue impactante ver el efecto que tuvo este proyecto para los niños del Jardín, muchos de ellos que no compartían por ejemplo empezaron a ser más amables y utilizaban expresiones como “Présteme ese color, las profes decían que tenemos que ser generosos” cuando decían ese tipo de cosas nosotras identificamos que entendieron la idea de las actividades.

También cuando alguno se portaba mal o decía malas palabras le decían “No seas grosero, tienes que ser respetuoso” y en especial un niño que es muy agresivo, mostró un cambio significativo tanto así que los papás nos preguntaron cómo logramos que cambiara su actitud, para nosotras

esto fue muy útil, porque la convivencia en el Jardín mejoró mucho.

4.¿Considera usted que estas actividades fueron significativas para la enseñanza de valores en la primera infancia?

La forma en la que las diferentes actividades fueron llevadas a cabo, mostraron creatividad por partes de las investigadoras y eso son cosas que no solo generan un cambio en ellos a corto plazo, por el contrario son cosas que impactaron su vida de manera positiva, deberían hacer este tipo de trabajos más seguido, ya que no solo los niños aprendieron sino nosotras también.

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
USING FAIRY TALES P104

Appendix 5
Lesson Plan #1

Teachers' name Danna Peralta Melissa Gomez		Class length 60 min	Date October 15th 2016	Nr of session 1st
Grade Kinder	Class Level -A	Topic Golden goose - Generosity		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Students will be able to identify the generosity shown in the tale Students will be able to understand the plot of the story 	<ol style="list-style-type: none"> We will be able to acquire experience using flannel board to teach generosity in English to young learners.

Materials and Resources¹	Bibliography
<ul style="list-style-type: none"> Golden goose story Worksheets 	<ul style="list-style-type: none"> Story taken from : http://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5085/the-golden-oose/

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might get distracted Students might not understand the story Students might hinder teacher's presentation 	<ol style="list-style-type: none"> The teacher is going to implement a system to catch the students' attention which consists in designing three different buckets each one with a mood, the first has happy face at the beginning of the class the teacher writes the names of all the students, the second has regular face and the third has sad face, according to the students' behavior, the teacher put their names in the bucket. Ask students' classmates to summarize the story for those who did not understand Establish rules about the good behavior from the beginning

Learner's expected output
At the end of the lesson students will have clear what how a generous person acts.

Stage	Time ²	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> ³
Opening	10 min	T-Ss	<ol style="list-style-type: none"> Teachers will welcome students with a song called "Generosity" invented by the teachers Then, teachers will ask all the students in Spanish and English about what they know about the value generosity and how is a generous person. e.g. <ul style="list-style-type: none"> ¿ Sabes que es la generosidad?

¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

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			<p>Do you know what is generosity?</p> <ul style="list-style-type: none"> • ¿Compartes tus juguetes con tus compañeros? Do you share your toys with your classmates? • ¿Prestas los colores a tus amigos? Do you share your colors with your friends? • ¿Cuando traes onces, le das un poquito a los demás niños o te comes todo tú solo? When you bring snacks do you share them with other children? • ¿Cómo crees que debe ser una persona generosa? How do you think a generous person should be?
Presentation⁴ Pre-(skill)⁵	20 min	T-Ss	<ol style="list-style-type: none"> 1. Teachers will explain the value generosity to the students through a short definition in Spanish and English. 2. After that, the teachers will show the students the characters of the story “The Golden Goose” 3. To do that, the teachers will tell them the story using a technique called flannel board and simultaneously they are going to put the images in the flannel in order to follow the sequence of the tale.
Guided practice While-(skill)	15 min	T-Ss	<ol style="list-style-type: none"> 1. Teachers will give them a worksheet in which they have to identify the character that they consider was a generous person. (Appendix 5) 2. Then, they will have to colour this character. 3. After that, the teachers are going to ask to each student who was a generous character. e.g <ul style="list-style-type: none"> • ¿Cuál crees que fue el personaje generoso del cuento? ¿Por qué? Who do you think was a generous character in the story? Why? 4. Teachers are going to check the answers and give them the feedback according to the tale and the students opinions.
Assessment	10 min	T-Ss	<ol style="list-style-type: none"> 1. Teacher are going to ask in Spanish and English the following questions: <ul style="list-style-type: none"> • ¿Qué aprendiste de la historia? What did you learn about the story? • ¿Cuál persona hizo cosas buenas y cuál cosas malas? Which character did good actions and which not? • ¿Cuales crees que son los actos generosos? What do you think were the generous acts? • ¿Cuáles crees que no son actos generosos? What do you think were the not generous acts?
Closing	5 min	T-Ss	<ol style="list-style-type: none"> 1. Teachers are going to do a reflection with the students about the importance of being generous.

⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

⁵ For a skill lesson, please use pre, while, and post staging.

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Learnt value Analysis

Value Taught	Concept Check Questions
<p>Generosity. The quality of being generous; liberality in principle; a disposition to give liberally or to bestow favors; a quality of the heart or mind opposed to meanness or parsimony.</p> <p>Humility. The virtue which consists in giving to everyone what is his due; practical conformity to the laws and to principles of rectitude in the dealings of men with each other; honesty; integrity in commerce or mutual intercourse. <i>justice</i> is distributive or commutative.</p>	<ul style="list-style-type: none">● ¿Qué aprendiste de la historia? What did you learn about the story?● ¿Cuál persona hizo cosas buenas y cuál cosas malas? Which character did good actions and which not?● ¿Cuales crees que son los actos generosos? What do you think were the generous acts?● ¿Cuáles crees que no son actos generosos? What do you think were the not generous acts?

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Lesson Plan #2

Teachers' name Danna Peralta Melissa Gomez		Class length 60 min	Date October 22th 2016	Nr of session 2nd
Grade Kinder	Class Level -A	Topic The frog prince - Generosity		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Students will be able to identify the value generous in the tale Students will be able to understand the plot of the story 	<ol style="list-style-type: none"> We will be able to acquire experience using plays to teach Generosity in English to young learners.

Materials and Resources⁶	Bibliography
<ul style="list-style-type: none"> The frog prince story Worksheets 	<ul style="list-style-type: none"> Story taken from : http://www.conmishijos.com/ocio-en-casa/cuentos/cuentos-en-ingles/cuento-en-ingles-para-ninos-the-frog-prince.html

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might get distracted Students might not understand the story Students might hinder teacher's presentation 	<ol style="list-style-type: none"> The teacher is going to implement a system to catch the students' attention which consists in designing three different buckets each one with a mood, the first has happy face at the beginning of the class the teacher writes the names of all the students, the second has regular face and the third has sad face, according to the students' behavior, the teacher put their names in the bucket. Ask students' classmates to tell summarize the story for those who did not understand. Establish rules about the good behavior from the beginning.

Learner's expected output
At the end of the lesson students will have clear what how a respectful person acts.

Stage	Time ⁷	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script⁸
Opening	10 min	T-Ss	<ol style="list-style-type: none"> Teachers will welcome students asking them about the things that they did the day before. Then, they are going to sing the generosity song Then, the teachers will ask students in Spanish and English about things they considered are generous acts

⁶ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

⁷ Set the time in not more than 10 minutes for each activity, not for the whole stage.

⁸ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

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			<p>e.g.</p> <ul style="list-style-type: none"> ● ¿ Fuiste generoso con tus papás y tus amigos en el jardín? Were you generous with your parents and your friends in the kindergarten? ● ¿ En qué momento fuiste generoso? When were you respectful? ● ¿ Le prestas las cosas a tus compañeros? Do you share your belongings with you classmates? ● ¿ Cómo crees que puedes ser más generoso? How do you think you can be more generous?
Presentation⁹ Pre-(skill)¹⁰	25 min	T-Ss	<ol style="list-style-type: none"> 1. Teachers will introduce the value generosity to the students through one example. e.g. Juan y Pablo son amigos, pero Juan conoció un niño nuevo en el jardín y quiso ser su amigo también, por lo tanto Pablo se sintió celoso y no le prestaba los colores a Juan ni a Pablo 2. After that, teachers will ask the students if Pablo’s attitude was correct or not and why. e.g. <ul style="list-style-type: none"> ● ¿Crees que la actitud de Pablo estuvo bien o mal? ¿Por qué? ● ¿Qué crees que debió hacer Pablo? 3. Then, teachers are going to show students the characters of the story “The frog prince” 4. They are going to show them the story using a dramatization”
Guided practice While-(skill)	15 min	T-Ss	<ol style="list-style-type: none"> 1. Teachers will give them a paper in which they have to draw the character that they consider was disrespectful and they have to explain why. 2. Then, they will have to colour this character. 3. The teachers are going to check the answers and give them the feedback according to the tale and the students opinions.
Assessment	5 min	T-Ss	<ol style="list-style-type: none"> 1. Teacher are going to ask to the class in general in Spanish and English e.g. <ul style="list-style-type: none"> ● ¿Qué aprendiste de la historia? What did you learn about the story? ● ¿Cuál persona hizo cosas buenas y cuál cosas malas? Which character did good actions and which did not? ● ¿Cuales crees que son los actos generosos? What do you think were generous acts? ● ¿Cuáles crees que no son actos generosos? What do you think were not generous acts?
Closing	5 min	T-Ss	<ol style="list-style-type: none"> 1. Teachers are going to do a focus group with the students to know more about what they learn in the activity.

⁹ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

¹⁰ For a skill lesson, please use pre, while, and post staging.

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Learnt value Analysis

Value Taught	Concept Check Questions
<p>Generosity. The quality of being generous; liberality in principle; a disposition to give liberally or to bestow favors; a quality of the heart or mind opposed to meanness or parsimony. Humility. The virtue which consists in giving to everyone what is his due; practical conformity to the laws and to principles of rectitude in the dealings of men with each other; honesty; integrity in commerce or mutual intercourse. <i>justice</i> is distributive or commutative</p>	<ul style="list-style-type: none"> ● ¿Qué aprendiste de la historia? What did you learn about the story? ● ¿Cuál persona hizo cosas buenas y cuál cosas malas? Which character did good actions and which did not? ● ¿Cuales crees que son los actos generosos? What do you think were generous acts? ● ¿Cuáles crees que no son actos generosos? What do you think were not generous acts?

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Lesson Plan #3

Teachers' name Danna Peralta Mauro Susunaga Melissa Gomez		Class length 120 min	Date October 28 th 2016	Nr of session 3 nd
Grade Kinder	Class Level -A	Topic Ugly Duckling - Generosity		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Students will be able to identify the value shown in the tale Students will be able to understand the development of the story 	<ol style="list-style-type: none"> We will be able to explain the story using flannel board to teach children values.

Materials and Resources ¹¹	Bibliography
<ul style="list-style-type: none"> Ugly duckling story Worksheets Images 	<ul style="list-style-type: none"> Story taken from : https://www.youtube.com/watch?v=qafXdmFsTbE

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ul style="list-style-type: none"> Students might get distracted Students might do not understand the story Students might hinder teacher's presentation 	The teachers will show students images in order to introduce the story. They will be seat in a semi-circle to watch and listen the song.

Learner's expected output
At the end of the lesson students will have clear what how a generous person acts.

Stage	Time ¹²	Interactio n	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> ¹³
Opening	15	T-Ss	1. Teachers will welcome students with a song created by the teacher about generosity
Presentation ¹⁴ Pre-(skill) ¹⁵	30	T-Ss	<ol style="list-style-type: none"> Teachers will explain the value generosity giving examples and recalling previous sessions After that, the teachers will show students a story of "The ugly duckling" using puppets To do that, the teachers will tell them the tale through a little or mini theater play to develop the story..
Guided practice	30	T-Ss	1. Teachers will give them a worksheet in which they have to identify the character that they consider was not generous , so the will be able to

¹¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

¹² Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

¹⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

¹⁵ For a skill lesson, please use pre, while, and post staging.

FOSTERING GENEROSITY AND RESPECT
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USING FAIRY TALES P111

While-(skill)			<p>identify what to do when sharing time with their friends.</p> <ol style="list-style-type: none"> 2. Then, they will have to color character that was not generous in the worksheet 3. After that, teachers are going to ask to each student if the protagonist was a generous person, so they have to give the reasons why. 4. The teachers are going to check the answers and give them the feedback according with the tale and the students' opinions.
Assessment	15	T-Ss	<ol style="list-style-type: none"> 1. Teachers are going to ask to the whole class: What did they learn about the story? Which character aptitudes were good and which ones were bad? What do they think are respectful acts? What did they think are the not respectful acts?
Closing	10	T-Ss	<ol style="list-style-type: none"> 1. Teacher will ask the students what did they learnt. 2. Teachers are going to do a reflection with the students about the importance of being respectful.

Learnt value Analysis

Value Taught	Concept Check Questions
<p>Generosity. The quality of being generous; liberality in principle; a disposition to give liberally or to bestow favors; a quality of the heart or mind opposed to meanness or parsimony. Humility. The virtue which consists in giving to every one what is his due; practical conformity to the laws and to principles of rectitude in the dealings of men with each other; honesty; integrity in commerce or mutual intercourse. <i>justice</i> is distributive or commutative.</p>	<ul style="list-style-type: none"> • ¿Qué aprendiste de la historia? What did you learn about the story? • ¿Cuál persona hizo cosas buenas y cuál cosas malas? Which character did good actions and which not? • ¿Cuales crees que son los actos generosos? What do you think were the generous acts? • ¿Cuáles crees que no son actos generosos? What do you think were the not generous acts?

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Lesson Plan 4

Teachers' name Danna Peralta Melissa Gomez		Class length 60 min	Date November 5 th 2016	Nr of session 4rd
Grade Kinder	Class Level -A	Topic Cinderella - Respect		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Students will be able to identify the value respect in the tale Students will be able to understand the plot of the story 	<ol style="list-style-type: none"> We will be able to acquire experience using flannel board to teach respect in English to young learners.

Materials and Resources ¹⁶	Bibliography
<ul style="list-style-type: none"> Cinderella story Worksheets Costumes 	<ul style="list-style-type: none"> Story taken from : http://www.shortkidstories.com/story/cinderella-2/

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might get distracted Students might not understand the story Students might interrupt teacher's presentation 	<ol style="list-style-type: none"> The teacher is going to implement a system to catch the students' attention which consists in designing three different buckets each one with a mood, the first has happy face at the beginning of the class the teacher writes the names of all the students, the second has regular face and the third has sad face, according to the students' behaviour, the teacher put their names in the bucket. Ask students' classmates to tell summarise the story for those who did not understand Establish rules about the good behaviour from the beginning

Learner's expected output
At the end of the lesson students will have clear what how a respectful person acts.

Stage	Time ¹⁷	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ¹⁸
Opening	15	T-Ss	<ol style="list-style-type: none"> Teachers will welcome students. They are going to present themselves with their names and age Teachers will ask students about what they know about the value respect. Teachers will ask students question about this in spanish: <ul style="list-style-type: none"> ¿Qué es respeto? / what is respect? ¿Cómo es una persona respetuosa? How is a respectful person?

¹⁶ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

¹⁷ Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹⁸ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

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			<ul style="list-style-type: none"> ● ¿Cómo tratas a tus compañeros? How do you treat your classmates? ● ¿Lastimas a tus amigos? Do you hurt your friends?
Presentation¹⁹ Pre-(skill)²⁰	30	T-Ss	<ol style="list-style-type: none"> 1. Teacher will explain students what is respect 2. Teacher give a short introduction about the story. For example, teachers are going to show the characters. 3. Teachers will tell them the story using a technique called flannel board and simultaneously they are going to put the images in the flannel in order to follow the sequence of the tale.
Guided practice While-(skill)	30	T-Ss	<ol style="list-style-type: none"> 5. Teachers will give students a worksheet in which they have to identify the characters that they consider was respectful. 6. Then, they will have to colour these characters. 7. After that, teachers are going to ask each student who was s respectful character. e.g <ul style="list-style-type: none"> ● ¿Cuál crees que fue el personaje respetuoso del cuento? ¿Por qué? Who do you think was the respectful character of the story? Why? <p>Teachers are going to check the answers and give them the feedback according to the tale and the students opinions..</p>
Assessment	15	T-Ss	<ol style="list-style-type: none"> 1. Teacher are going to ask each students in English and Spanish : <ul style="list-style-type: none"> ● What did they learn about the story? ● Which character was the good one which not? ● What do they think were the respectful acts? ● What did they think are the disrespectful acts?
Closing	10	T-Ss	<ol style="list-style-type: none"> 1. Teachers are going to do a reflection with the students about the importance of being respectful.

Learnt value Analysis

Value Taught	Concept Check Questions
Respect: is a feeling of admiration or deference toward a person, group, ideal, or indeed almost any entity or concept, as well as specific actions and conduct representative of that esteem.	<ul style="list-style-type: none"> ● What did you learn about the story? ● Which character was the good one which not? ● What do you think are the respectful acts? ● What did you think are the disrespectful acts?

¹⁹ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

²⁰ For a skill lesson, please use pre, while, and post staging.

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Lesson Plan #5

Teachers' name Danna Peralta Melissa Gomez		Class length 120 min	Date November 12 th 2016	Nr of session 4 th
Grade Kinder	Class Level -A	Topic King Thrushbeard - Respect		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Through A performance (play) Students will be able to identify the value shown in the tale Students will interpret the message of the tale. 	<ol style="list-style-type: none"> We will be able to create and adapt materials when doing a performance, in order to make the students understand.

Materials and Resources ²¹	Bibliography
<ul style="list-style-type: none"> King Thrushbeard adapted story. Costumes. 	<ul style="list-style-type: none"> Story taken from : http://www.fairytales.biz/brothers-grimm/king-thrushbeard.html

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might get distracted Students might do not understand the story Students might hinder teacher's presentation 	the teacher will call their attention by sing a song called "if you are happy"

Learner's expected output
At the end of the lesson students will have clear what how a respectful person acts.

Stage	Time ²²	Interactio n	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ²³
Opening	15	T-Ss	<ol style="list-style-type: none"> Teachers will welcome to the students with a song created by the teacher about respect , this step will be carry out in order to call the students attention. the song will be taught by choral repetition.
Presentation ²⁴ Pre-(skill) ²⁵	30	T-Ss	<ol style="list-style-type: none"> The teacher through big posters will introduce the main characters of the fairy tale saying just the name, so the students will familiarize with the story. Teachers will explain the respect value to students through flashcards which will show similar pictures. After that, the teachers will show students "King Thrushbeard" story

²¹

²² Set the time in not more than 10 minutes for each activity, not for the whole stage.

²³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

²⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

²⁵ For a skill lesson, please use pre, while, and post staging.

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			<p>using a play.</p> <p>4. In order to developed that, the teachers will wear costumes to tell them the story.</p>
Guided practice While-(skill)	30	T-Ss	<ol style="list-style-type: none"> 1. Teachers will give them a worksheet in which they have to identify the character that they consider was a respectful and disrespectful. 2. Then, students will decorate the respectful character on the paper. 3. After that, the teachers are going to ask to each student what character they consider was a respectful person, why, and which character behave in a better way. 4. Teachers will give them the best feedback, as well teachers will solve all the students questions and the doubts.
Assessment	15	T-Ss	<ol style="list-style-type: none"> 1. Teachers are going to ask to the whole class What did they learn about the story? Which character was the good one, which not? What do they think are the generous acts? What did they think are the not generous acts?
Closing	10	T-Ss	<ol style="list-style-type: none"> 1. Teacher will practice the song the teacher already taught at the beginning of the class 2. Teachers are going to do a reflection with the students about the importance of being respectful.

Learnt value Analysis

Value Taught	Concept Check Questions
<p>Respect: is a feeling of admiration or deference toward a person, group, ideal, or indeed almost any entity or concept, as well as specific actions and conduct representative of that esteem.</p>	<ul style="list-style-type: none"> - What did you learn about the story? - Which character was the good one which wasn't? - What do you think are the respect acts? - What did you think are the unrespect acts?

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Lesson Plan #6

Teachers' name Danna Peralta Melissa Gomez		Class length 120 min	Date November 19 th 2016	Nr of session 6 th
Grade Kinder	Class Level -A	Topic The Three Languages - respect		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Students will be able to identify the value shown in the tale Students will be able to understand the development of the story 	<ol style="list-style-type: none"> We will be able to explain the story using puppets to teach children values.

Materials and Resources ²⁶	Bibliography
<ul style="list-style-type: none"> Aladdin and the wonderful lamp Worksheets videos. 	<ul style="list-style-type: none"> Story taken from : http://www.fairytales.biz/brothers-grimm/the-three-languages.html

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ul style="list-style-type: none"> Students might get distracted Students might do not understand the story Students might hinder teacher's presentation 	<ol style="list-style-type: none"> the teachers will show students images in order to introduce the story. They will be seat in a semi-circle to watch and listen the song.

Learner's expected output
At the end of the lesson students will have clear what how a generous person acts.

Stage	Time ²⁷	Interactio n	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> ²⁸
Opening	15	T-Ss	1. Teachers will welcome students with a song created by the teacher about respect
Presentation ²⁹ Pre-(skill) ³⁰	30	T-Ss	<ol style="list-style-type: none"> Teachers will explain the value respect to the students through flashcards and short comprehensible definitions below. After that, the teachers will show students a story of "The three languages" using puppets. To do that, the teachers will tell them the tale through a little or mini theater play to develop the story.
Guided practice	30	T-Ss	5. Teachers will give them a worksheet in which they have to identify the character that they consider was not respectful, so the will be able to

²⁶ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

²⁷ Set the time in not more than 10 minutes for each activity, not for the whole stage.

²⁸ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

²⁹ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

³⁰ For a skill lesson, please use pre, while, and post staging.

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While-(skill)			<p>identify what to do when sharing time with their friends.</p> <ol style="list-style-type: none"> 6. Then, they will have to draw respectful character. 7. After that, teachers are going to ask to each student if the protagonist was a respectful person, so they have to give the reasons why. 8. The teachers are going to check the answers and give them the feedback according with the tale and the students opinions.
Assessment	15	T-Ss	<ol style="list-style-type: none"> 2. Teachers are going to ask to the whole class: What did they learn about the story? Which character aptitudes were good and which ones were bad? What do they think are respectful acts? What did they think are the not respectful acts?
Closing	10	T-Ss	<ol style="list-style-type: none"> 3. Teacher will ask the students what did they learnt. 4. Teachers are going to do a reflection with the students about the importance of being respectful.

Learnt value Analysis

Value Taught	Concept Check Questions
<p>Respect: is a feeling of admiration or deference toward a person, group, ideal, or indeed almost any entity or concept, as well as specific actions and conduct representative of that esteem.</p>	<ul style="list-style-type: none"> - What did you learn about the story? - Which actions did the protagonist do? were them good or bad? - What do you think are the respectful acts? - What did you think are the not respectful acts?

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Lesson Plan #7

Teachers' name Danna Peralta Melisa Gomez		Class length 120 min	Date February 3 2016	Nr of session 7th
Grade Kinder	Class Level -A	Topic Tales review(Cinderella, Ugly ducking,three languages, King thrushbeard, the golden goose and the prince frog)		Language Skills Listening

Learning objective	Personal aim
<ol style="list-style-type: none"> Students will be able to remember the stories taught in previous lesson Students will be able to remember the values explained in previous classes Students will share their experiences about respect and generosity. Students will identify actions considered respectful and generous in order to apply in their lives. 	<ol style="list-style-type: none"> We will be able to review the stories using flannel board. we will be able to implement strategies where the students can identify the good characters and the bad ones.

Materials and Resources ³¹	Bibliography
<ul style="list-style-type: none"> Images for each tale. 	

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students could get distracted Students might do not understand the story Students might hinder teacher's presentation 	<ol style="list-style-type: none"> The teachers will show students images in order to introduce the story. They will be seat in a semi-circle to watch and listen the stories. students will be involved actively in songs and games in the development on the lesson.

Learner's expected output
At the end of the lesson students will understand the plot of the fairy tales to be use in context, in their homes with their parents and the garden with their classmates.

Stage	Time ³²	Interactio n	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³³
Opening	15 min	T-Ss	<ol style="list-style-type: none"> Teachers will welcome students reminding them the song that they learn during the implementations made before. After that, T and Ss are going to sing the song.
Presentation ³⁴ Pre-(skill) ³⁵	30 min	T-Ss	<ol style="list-style-type: none"> Teachers will explain the activity that will be developed in the class. After that, the teachers will show an image of the characters of each tale to let them know if they remember them. Then, they will tell them tales using the flannel board, the idea is that while the teacher are presenting the story the student participate remembering the fairy tale. For that, the teacher will encourage them to

³¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

³² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

³⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

³⁵ For a skill lesson, please use pre, while, and post staging.

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			do it, by asking questions such as: “what happened next?” “who remembers the rest of the story?”
Guided practice While-(skill)	30	T-Ss	<ol style="list-style-type: none"> In this stage the students will play a playground game, they will play “juguemos en el bosque” but with the good and bad characters of the story. the activity is going to last approximately thirty minutes where the students are going to take turns to be the good or bad character. if the character is good they are supposed to be with the character at the end of the song, if not, the Ss will escape from the character that is going to try to catch their classmates.
Assessment	15	T-Ss	<ol style="list-style-type: none"> The assessment will take place by groups, they are going to be divided in three groups, each teacher is going to assess three or four students. The walls will be decorated and divided in two parts with happy and sad faces. The T is going to assess the Ss by asking them to paste a character on the wall, to see which ones are their choices, they are going to be delivered with good or bad characters according to the value taught. the characters are big, colorful and fort images with tape behind them. after, ache students is assessed, the T will ask them questions such as: What did you learn from the story? Which actions did the protagonist do? were they good or bad? What do you think are the respectful acts? What did you think aren't respectful acts? what did you like about the story? what stages or sense called your attention? what can you do at home to be respectful? what can you do with your classmates to be respectful? what can you do at home to be generous? what can you do with your classmates to be generous?
Closing	10	T-Ss	<ol style="list-style-type: none"> in the closing we will sing again the song

Learnt value Analysis

Values Taught	Concept Check Questions
Respect Generosity	<ul style="list-style-type: none"> - What did you learn about the story? - Which actions did the protagonist do? were they good or bad? - What do you think are the respectful acts? - What did you think are the not respectful acts?

Appendix 6

Script of the Fairy Tale The Golden Goose by Grimm brothers

One day a young man named Tontin went to the forest to look for wood, he walked a long time until he found an old man who said:

Old man: I'm very hungry, you could be generous and share some of your food with me, please.

Tontín: I only have a hard bread and a bitter wine, but if you want I can share it with you.

Old man: No matter, I'm hungry and anything would be delicious right now, you're a very generous young man. By your generosity I am going to give you a golden goose. But you must go to the king's castle to make the princess laugh because she is very sad.

Tontín: Thank you, sir, you are very generous, I will go to the king's castle.

Tontin had to go to the king's castle, and to do it he had to pass through the town, until finally he reached the central plaza with his goose under his arm, this one attracted much attention from the inhabitants, Goose to Tontín

Sisters: You look very tired carrying that huge golden goose, if you want you can stay in our house while we take care of the goose.

Priest: No son, stay in the church and I'll take care of the goose.

Baker: ~~Do not~~ stay in my bakery and you can eat all the bread you want

Tontín: Thanks, but I'm on my way to the palace, I've been given a very important mission and I cannot change the way.

Village people: Let's stick with that goose.

At that moment they began to fight with Tontin, trying to remove the goose from the hands so that all were stuck to the waist of the others. So they must all go to the King's castle. When they came to him, they asked him,

Tontín: Your majesty, what happens to the princess?

King: It's sad, nothing makes you smile.

At that moment all the people of the town next to Tontín, began to dance which made the princess laugh Magically the people of the village were released.

King: Thanks for making my daughter laugh, now you can marry her. And I will share my wealth with the people who need it.

**Script Of The Story The Frog Prince
by Grimm brothers**

Long ago an evil witch turned a handsome young prince into a frog

Witch: Become a frog and I'll stay with your kingdom

Principe: Oh no! Please evil witch

The Frog Prince lived in the woods for a long time waiting for a princess to come and give ~~you~~ him all her love, until one day a princess came to the forest....

Princess: Today is a good day for a walk, so I'll go to the forest to walk.

When the frog heard the princess was thrilled.

Frog: Will this princess finally could get me out of this mess?

The princess approached to drink-water in a pond, when suddenly...

Princess: A horrible green toad appeared. Spooky! Help!

Frog: Princess, I am a prince bewitched by the wicked witch of the forest, but if you kiss me and marry me I'll be again a handsome prince.

Princess: Are you crazy? You're a filthy and disgusting bug.

At that time the princess ran away and fell into the water, she could not swim and began to scream.

Princess: Help! Someone help me please I cannot swim.

Frog: I can help you princess, but you must promise to kiss me and marry me.

Princess: Whatever you want, but get me out of here.

The frog helped the princess out of the water and she took him to the palace, when they reached the castle, the toad told everything that had happened to the queen who said:

Queen: Daughter, keep your promise and marry this toad

Princess: Never! It is a disgusting being and I do not want to do that

Queen: Do it or you will receive a punishment!

Princess: Okay, I will.

Queen: Yes! You will not regret princess.

The princess kissed the frog disgusted and this became a handsome prince. When she saw it, she felt very sorry and decided to marry him.

Script Of The Fairy Tale The Ugly Duckling
by Hans Christian Andersen

Mummy Duck lived on a farm. In her nest, she had five little eggs and a big egg.

One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out. Then the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out.

‘That’s strange,’ thought Mummy Duck.

Nobody wanted to play with him. ‘Go away,’ said his brothers and sisters. ‘You’re ugly!’

The ugly duckling was sad. So he went to find some new friends.

He found a farm with an old woman, a sheep, a cow and a horse.

‘Go away!’ said the old woman.

‘Go away!’ said the sheep.

‘Go away!’ said the cow.

‘Go away!’ said the horse.

No one wanted to be his friend. It started to get cold. It started to snow!

The ugly duckling found an empty barn and lived there. He was cold, sad and alone.

Then spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird!

‘Wow!’ he said. ‘Who’s that?’

‘It’s you,’ said another beautiful, white bird.

‘Me? But I’m an ugly duckling.’

‘Not any more. You’re a beautiful swan, like me. Do you want to be my friend?’

‘Yes,’ he smiled. All the other animals watched as the two swans flew away, friends forever.

Fairy Tale 3. *The Ugly Duckling*. Retrieved from

http://www.worldstory.net/en/stories/the_ugly_duckling.html Adapted from *Melisa Gómez & Danna Peralta*

Script of the Fairy Tale Cinderella
by Charles Perrault

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother and stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Adapted from *Melisa Gómez & Danna Peralta*

**Script of the Fairy Tale The three languages
by Grimm brothers**

Narrator: An aged count once lived in Switzerland. He only had a son, but he was stupid, and could not learn anything.

Father: I can get nothing into your head, so, I will give you into the care of a celebrated master, who shall see what he can do with you.

Narrator: The young boy was sent into a strange town, and remained a whole year with the master. At the end of this time, he came home again and his father asked

father: Now, my son, what have you learnt?

Son: "Father, I have learnt what the dogs say when they bark."

father: how the dogs bark? you are so silly! silly silly. Now go again a whole year with another master.

Narrator: The son was sent into a strange town again, and remained a whole year with the second master. At the end of this time, he came home again and his father asked.

Father: Now, my son, what have you learnt?

Son: "Father, I have learnt what the birds say."

Father: what the birds say? what's that, you are stupid. Now go again a whole year with another master.

Narrator: The son was sent into a strange town again, and remained a whole year with the third master. At the end of this time, he came home again and his father asked.

Father: Now, my son, what have you learnt?

Son: "Dear father, this year I have learnt what the frog's croak."

Narrator: Then the father fell into the most furious anger, and said, "This man is no longer my son, drive him forth, and take him out into the forest, and kill him.

The son wasn't killed, then he found a castle where he stayed advised in a tower with some wild animals, but when he led down to the tower there were some dogs, they didn't bark at him, and the dogs revealed to the son why they were dangerous. they were bewitched, and are obliged to watch over a great treasure which was below in the tower. Then the son rescued the treasure, he was adopted and he became pope

Fairy Tale 5. *The three Languages*. Retrieved from <http://www.authorama.com/grimms-fairy-tales-43.html> Adapted from *Melisa Gómez & Danna Peralta*

Script of the Fairy Tale The King Thrusbeard
by Grimm brothers

Narrator: A King had a daughter who was beautiful beyond all measure, but so proud and haughty withal that no suitor was good enough for her. She sent away one after the other, and ridiculed them as well. Once the king made a party, He invited all the the kings, then the dukes, then the princes, the earls, the barons, and the gentry.

Princess: you are so fat,you are pretty short, you are too thin, your skin is too white, you are bald. and your have a beard and chin like a thrush's beak

Narrator: she always criticise and humiliated all men in the kingdom.

King: you always find something bad to say, for that reason i'm going to let you have for your husband the very first beggar that came to our doors.

Narrator:afterwards a musician came and sang.

King: now you will marry the musician

Musician: now you have to live with me (they go to walk across the forest)

Princess:To whom does this fine large town, belong?:

Musician: It belongs to King Thrusbeard; if you had taken him, it would have been yours.

Princess"Ah, unhappy girl that I am, if I had but taken King Thrusbeard!"

Musician: "Wife, we cannot go on any longer eating and drinking here and earning nothing. You weave baskets." He went out, cut some willows, and brought them home.

Narrator:Then she began to weave, but the tough willows wounded her delicate hands, as well she

The King's daughter was now a kitchen-maid, and had to be at the cook's beck and call, and do the dirtiest work. In both her pockets she fastened a little jar, in which she took home her share of the leavings, and upon this they lived.

Narrator: the thrushbeard in a big wedding invited the princess, so she felt ashamed.

Princess: sorry, I'm not in the mood for this beautiful party.

Thrusbeard: please dance with me, the king said.

Narrator: the princess danced with thrushbeard king, but the jars, fall down, all the people in the party laugh of her, so she was embarrassed and ran away.

Thrushbeard: lady don't go please come back.

Narrator: the thrushbeard king explained all the situation to the princess.

Thrushbeard: I am the musician, as well I am the thrushbeard king just I wanted to teach you a lesson because you criticized people in the kingdom, but now that you have learnt the lesson.

Would you marry me?

Narrator: the princess learnt the lesson and was happy because she married the thrushbeard king, so the were happy together in the kingdom.

Fairy Tale 6. *The King of Thrushbeard*. Retrieved from <http://www.grimmstories.com/language.php?grimm=052&l=en&r=es> Adapted from *Melisa Gómez & Danna Peralta*

Appendix 6

FACULTAD DE EDUCACIÓN
LICENCIATURA EN IDIOMA EXTRANJERO INGLÉS
CONSENTIMIENTO INFORMADO

Bogotá D.C, 19 de Julio de 2016.

Estimados padres de familia:

Reciban un cordial saludo. Somos estudiantes de octavo semestre de la Licenciatura en Idioma Extranjero Inglés de Uniminuto. La presente tiene como fin solicitar su autorización para la participación de su hijo(a) en nuestro proyecto de grado titulado *Fostering generosity and respect in kindergarteners at números y letras using fairy tales* que en español significa *Enseñanza de Valores en Preescolar a través de Cuentos de Hadas*.

Esta investigación se lleva a cabo dentro de las instalaciones del hogar comunitario *Traviesos, Números y Letras* con la autorización de las directivas y tiene como objetivo principal enseñar a los niños valores como el respeto y la generosidad. Durante tres meses estaremos observando y acompañando a los niños en su rutina diaria en el hogar. El proyecto incluye observaciones y seis sesiones de implementación donde les contaremos a los niños cuentos de hadas en inglés resaltando la importancia de los valores mencionados anteriormente a través de dramatizaciones y títeres.

La participación de su hijo en este proyecto es voluntaria, así mismo los resultados que se obtengan al final de este proceso investigativo solamente serán divulgados con propósitos académicos. Si usted está de acuerdo con la información suministrada anteriormente, lo invitamos a firmar la Carta de Consentimiento Informado que forma parte de este documento.

Sin otro particular, agradecemos su valiosa colaboración.

Atentamente,

Laura Melisa Gómez
C.C 10232471525 de Bogotá

Danna Melisa Peralta
C.C 1024568983 de Bogotá

FOSTERING GENEROSITY AND RESPECT
IN KINDERGARTENERS AT NÚMEROS Y LETRAS
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CARTA DE CONSENTIMIENTO INFORMADO

Yo, _____ identificado con cédula de ciudadanía
_____ manifiesto que he leído y comprendido la información anterior. Por lo
tanto autorizo a mi hijo(a) _____ para participar en el
proyecto de investigación dirigido por Laura Melissa Gómez, Danna Peralta estudiantes de Licenciatura
en Inglés de la Universidad Minuto de Dios.

Bogotá D.C, 19 de Julio de 2016.

Señora

Nombre

HOGAR COMUNITARIO TRAVIESOS, NÚMEROS Y LETRAS

Ciudad

Estimada directora

Reciba un cordial saludo. Somos estudiantes de octavo semestre de Licenciatura en Idioma Extranjero Inglés de UNIMINUTO. Actualmente estamos desarrollando nuestro trabajo de grado titulado *Fostering generosity and respect in kindergarteners at números y letras using fairy tales* y nos gustaría llevar a cabo este proyecto en su institución. El objetivo principal de nuestra investigación es enseñar a los niños valores como el respeto y la generosidad utilizando cuentos de hadas.

Para recolección de datos es necesario observar y acompañar a los niños en su rutina diaria en el hogar. El proyecto incluye observaciones y seis sesiones de implementación donde les contaremos a los niños cuentos de hadas en inglés resaltando la importancia de los valores mencionados anteriormente a través de franelógrafos, dramatizaciones y títeres. El cronograma para la realización de estas actividades será acordado previamente con ustedes. Del mismo modo, les compartiremos los resultados que se obtengan al final de este proceso investigativo.

Sin otro particular, en nombre de UNIMINUTO agradecemos a usted, a su institución, y docentes, su valiosa colaboración al permitirnos implementar nuestro proyecto de grado en el hogar comunitario *Números y Letras*.

Atentamente,

Laura Melisa Gómez

C.C 10232471525 de Bogotá

Danna Melisa Peralta

C.C: 1024568983 de Bogotá