



Let's care

BUILDING SAFE AND CARING SCHOOLS
TO FOSTER EDUCATIONAL INCLUSION
AND SCHOOL ACHIEVEMENT

WP3. Qualitative data collection and analysis

D3.3. School Ethnographies through SMAT technique

DOSSIER B SMAT METHODOLOGY

Based on the European Union Agency for Fundamental Rights
recommendations

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1. THE SMAT WORKSHOP: APPLYING THE METHODOLOGY

SMAT is a collective activity, involving a group of children and at least one moderator. The character of this workshop should be playful and participatory, fostering an environment in which children feel comfortable to express themselves. To this end, positive and respectful contact is essential, whether the facilitator knows the group beforehand or not.

In this second case, and only when the children are in the younger age group (from 3 to 10 years old, approximately), it is recommended that there be an adult already known by the children to support the work of the facilitator. They can take a very passive role, since it is possible that their mere presence may be enough to generate a more comfortable environment for the children.

It is desirable to carry out the activity on the floor, where a horizontal space is created with the children. If this is not possible, the classroom should have a large table and enough chairs for the children to sit around.

Number of children:

The minimum number to form the group will be 6, and the maximum of 10 participants (excluding the facilitator and companion, if applicable).

Materials needed:

1. Large size papers, one for each workshop.
2. A-4 size blank sheets.
3. Stickers to put their name and stick it on their clothes.
4. Crayons, markers, colored pencils.
5. Scissors, glue, glitter, stickers or rubber bands, ornaments.
6. Strong adhesive tape.
7. Camera or device that takes photographs.

The type of materials will depend on the age of the participants, being more appropriate the use of stickers, colors and decorations in the younger age groups.

Workshop development:

Step 1	Welcome and presentation of the workshop Welcome games/start-up dynamics
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Step 2	Completing the mural: Development of the 4 parts of the SMAT quadrant.
Step 3	Summary presentation of the workshop by the facilitator. More can be added at this time.
Step 4	Closing of the workshop, game dynamics for the farewell (in the case of the youngest children).

Step 1: Welcome and game or dynamic of presentation

It is very important to generate an atmosphere of trust and play for the children, especially in the case of those in the younger age groups. For this reason, it is convenient to start with introduction games or, in the case of children who already know each other, other types of relaxation dynamics. If they are children who already write, they can write their name on the stickers to stick on their clothes.

If the participants are teenagers, the dynamics can be more formal, with introductions and the use of name stickers, in case they do not know each other previously.

Once the game is over, the facilitator begins by explaining how the SMAT workshop works. It is important to explain to the children and young people what will happen during the workshop, when and how it will end, and how we would like them to participate. Also, and in a way adapted to their age, we will explain why we are doing the workshop and why their participation is important.

Step 2: Completing the mural

Ideally, the questions that are asked for each part of the quadrant should first be general, gradually moving to the more specific.

The group fills in the quadrants with the help of the facilitator. The order in which the mural is intervened does not have to be the apparently obvious one; the group can choose which quadrant they start with and how they continue until the activity is finished. In fact, it may happen that, although we are focusing on one quadrant, something is said that corresponds to another quadrant, which is not problematic. That comment is recorded in its corresponding place, and then retrieved in greater depth when we engage in that quadrant.

It is possible that they may want to do the mural by themselves, they can be allowed to do so, and then we invite the child to express to the group what he/she has incorporated into it. The facilitator conducts the technique and provides the materials, giving ideas on how they can express it in the mural, also recording the information they provide orally.

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Children under 6 years old can also draw pictures on the mural. Once we have the mural more or less complete, the younger children can introduce more ornaments or drawings next to the incorporated phrases.

Step 3: Summary of contributions

Summary presentation of the workshop by the facilitator. The mural can be attached to the wall so that the presentation by the facilitator is clearer and the participants can appreciate the results of their work. It is a good idea to suggest that something else be added, both each time a part of the quadrant is completed and at the end.

STEP 4: Closing and farewell.

Thank and encourage participants to look at their mural and feel proud of their workshop. It is a good idea to have a game dynamic or, in the case of the older ones, a round for them to express how they have felt during the workshop and their opinion about the process. During the workshop they have had to remember and reflect on issues that may have made them feel vulnerable, so it is advisable to close the workshop in a positive and comforting way for them.

2. THEMATIC SCRIPT FOR DYNAMIZATION

It is important to understand that this activity does not follow a strict script. The working order of the quadrants is a proposal that may change as required by the dynamization with the children.

The quadrants function as our general outline, but the topics we will talk about in each quadrant (Dreams, Fears, Joys and Sorrows) will be different in each group. It is up to the facilitator to know which threads to pull when issues come up that are of interest to LET'S CARE.

The role of dynamization will be fundamental to evoke situations, propose themes or reflections and support the children in their personal expression.

Although it is advisable to carefully read item 2 of Dossier A, we also offer here a summary of our main interests:

- **Well-being and security** of the child, if they feel their school and family environment as receptive and safe. We need to know both the places, ties and situations that make them feel insecure and those that bring them well-being.
- **Personal relationships:** deepening the links with teachers and family. Forms of leadership and attachment, relationships with the rest of the students and the community, and how this makes them feel.
- **How they live their learning processes**, what makes them feel good and what they feel as threats or live with sadness.
- **Their ways of linking with the school and the community**, whether they feel part of the school community, whether they participate in activities and how they feel when they do.

In terms of the spaces we are mainly targeting, we should not forget the following issues:

At school:

- The school environment, the school climate, should be studied in depth.
- Whether they feel safe (social-emotional safety) at school.
- If they feel involved in what happens in the school. Feelings of belonging.
- If they have a feeling of being welcomed there.
- If they feel free to say something that makes them feel bad.
- If they have felt unfairly treated.
- If they feel their teachers are close and welcoming, if they trust them.
- Whether they consider their interactions with other students to be positive.
- If they know the school rules, and if they are okay with them.

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- The quality of relationships with other students.

In the family:

- If they feel safe in the family.
- If there is a good family climate.
- If they feel welcomed, understood in their home.
- If they feel they are being treated unfairly.
- If they feel their parents and reference figures as close and good, if they trust them.

DREAMS

This part is ideal to delve into the changes they would like to see, first in a general way in their daily life, and then focus on the school.

Opening question:

What dreams do you have for the future?

Questions from specific areas:

- *Do you think school will help you achieve those dreams?*
- *What would you like your school to be like?*
- *What things would you change about your life in school and your life outside of school?*
- *What would you like to be when you grow up?*
- *What other things do you want for your friends and family?*
- *What things would you like to see happen at school? And in your family?*

FEARS

We need to go deeper into what are the secure attachments and what do they do to face the child's fears. We start in a general way and then focus on the school.

Opening question:

What things scare you?

When do you feel a lot of fear?

Questions from specific areas:

- *What things scare you about school?*
- *What do you do when you are afraid?*
- *Where are you most afraid?*
- *What things that may happen in the future frighten you?*
- *Is there anyone who scares you at school, and what do you do when you meet them?*
- *What do you do when you are afraid at school?*
- *Who do you turn to when you are afraid? Why?*
- *Do you tell your teachers about these fears, and your parents?*

JOY

It is necessary to go deeper into the places, situations and bonds that make them feel safe, first in a general way, and then focus on the school.

Opening questions:

What brings you the most joy?

When are you happiest?

Questions from specific areas:

- *What things at school make you happy or cheerful?*
- *What things make you smile?*
- *At what moments of the school day do you feel happy?*
- *What people help make you feel happy? in whose company do you feel happy?*
- *Where in the school do you feel most protected? Where are you safest?*
- *What is the thing you are most excited about doing at school?*

TRISTIES

We must delve into what situations or events make them feel sad, first in general, and then focus on the school.

Opening questions:

What things make you sad?

When do you feel the most sadness?

Questions from specific areas:

- *When do you usually get sad at school and at home?*
- *What do you usually do at school when something makes you sad?*
- *Is there anything that makes you angry?*
- *When you get angry, what do you do, and do you tell anyone? Who do you prefer to tell? Why?*
- *What things at school make you cranky, or uncomfortable?*
- *Do you tell your parents about the things that make you sad, and your teachers?*

1. REPORTING TEMPLATES

In operational terms, there are two types of data collection forms that we will collect simultaneously.

Types of data that we will produce are organized in 2 deliveries:

(1) The panels, which are the physical product of the workshops, which have been intervened by the children during the workshop (photographs of them).

(2) The orderly transcription of what happened in the workshop, **dumped in the Template.**

1. Photographs of the quadrant already intervened. Once we finish the activity, we must take photographs of the quadrant, at least one of the whole quadrant and one for each part of the quadrant (4 photographs).

Photos should be attached as a separate document in jpg or .jpeg format.

.gif.

The name of the photo file must correspond to the Identification code for activity (see below).

2. Delivery of transcript ordered by subject matter and initial analysis.

Identification code for activity Country/In/In/In/No. (i.e. '1' or '2'):

EN/SMAT/1

This first part must be completed **for each participant:**

Participant 1		
Name	Nikodem Wrzos	
Age	4	
Vulnerability circumstances	-	
Gender of participant	Male	X
	Female	

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	Not reported	
	Other	

Participant 2		
Name	Anna Dudek	
Age	5	
Vulnerability circumstances	-	
Gender of participant	Male	
	Female	X

Participant 3		
Name	Sylwia Wrzask	
Age	5	
Vulnerability circumstances	-	
Gender of participant	Male	
	Female	X

Participant 4		
Name	Daria Ryśik	
Age	4	
Vulnerability circumstances	-	
Gender of participant	Male	
	Female	X

Participant 5		
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Name	Zuzanna Tomać	
Age	5	
Vulnerability circumstances	-	
Gender of participant	Male	
	Female	X

Part 1: DREAMS

1.To expose the main dreams that children have about the future.

- To make all animals happy
- To have a pet, a cat, a dog
- To become a detective, to go to the seaside

State the main ideas about the school in relation to their dreams for the future. If it is going to help them achieve them or not, and why.

- I need to learn in order to pursue my dream job in the future

3. State the main desires in relation to your school.

- Learn to fulfil your dreams
- Gain the knowledge to cope with life

4.To expose the issues perceived as obstacles to the realization of your dreams.

- Mum won't let me

5. State their future projections in relation to their professions and lifestyle in adult life.

- Have a pet
- Have a favourite profession

6. State the main desires for the future in relation to family and friendships.

- To have a pet that will be their best friend

Other comments of interest:

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Part 2: FEARS

To expose the main fears, present and future, that children and young people refer to in relation to the future.

-Spiders, heights, menacing sy, bats, darkness

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9.To expose the situations, places and moments in which the fear appears. - At night - When someone pisses us off - Sounds of unknown origin
10. To expose the main strategies and actions that participants deploy when they are afraid in and out of school. - Hugging your mother, your favourite cuddly toy - Hugging you, focusing your thoughts on something positive
11. To expose the situations and moments in which fear appears at school, and the people who are linked, both positively and negatively with it. - Senior citizens on their way to the toilet
12. Identify figures who are recognized as safe links in times of fear, both in and out of school. - Parents at home - Your tutor at school
13. Describe the actions taken by the adult figures in moments of anger of the participants. - Talking, explaining the situation, hugging
14. Other comments of interest:

Part 3: JOY

15. Expose situations, moments and people that generate joy.

- Mum hugs us
- Siblings play with me
- Contact with animals, when the animals are healthy and happy too

16. Expose situations and moments that generate joy within the school.

- Playing together with peers
- Learning together through play,
- Artwork

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17. Expose the main bonds that generate joy within the school, whether they are other peers or adult figures. - Positive, friendly relations
18. State the places where they feel safe within the school. - In its Classroom
19. State future projections regarding their careers and lifestyle in adulthood. - Art work - Movement activities
20. Display the school activities that generate the most joy.

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21. Other comments of interest:

Part 4: TRISTIES

22. To expose the main situations and moments that generate sadness in the participants.

- Beating by siblings, conflicts with siblings
- When someone does not want to play with me
- When I hurt myself and something hurts
- When I quarrel with a sibling

23. Expose the main situations and moments in the school that generate sadness in the participants.

- When someone doesn't want to play with me
- Actions: cuddling with you or at home with mummy

24. Expose the main situations and moments at school that generate anger in the participants.

- Sadness mainly occurs when playing together among peers
- At home, sadness triggers are mainly siblings

25. Expose the strategies and actions that participants deploy when they feel angry in and out of school.

- Mother, grandmother
- In the kindergarten room my teacher

26. Expose the situations and moments in which anger appears at school, and identify the people who are linked, both positively and negatively with it.

-

27. Identify the figures that are recognized as safe links in moments of anger, both inside and outside the school.

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28. Describe the actions taken by adult figures at times when participants are angry.

Talking, hugging, explaining reasons for unpleasant upbringing causing sadness

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21. Other comments of interest:

29. Other comments of interest:

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Facilitator's observations and general assessments

Briefly highlight what you consider the major key points brought up in the activity and the 3-4 recurring themes, if any.

To expose the main perceptions of the facilitator on the prevalence of relationships between some fears, dreams, joys and sorrows and specific characteristics of the children (*Example: if it is perceived, in particular, that girls report the same desires, or, for example, if children belonging to the same community report similar fears*).

- The most interesting thing was to talk about their emotions and give examples
- Pre-school children aged 3 and 4 often cannot name their emotions or feel them intensely, which is due to an underdeveloped emotional zone.
- Children in a certain age group experience emotions in a similar way and are also triggered by similar behaviour

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