



Dossier A and Dossier B

SMAT WORKSHOPS

CIDALIA



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Application schedule

SMAT	RESEARCH PHASE	HOW MANY	WHEN	WHERE (COUNTRY)	WHO (PARTNER)
School ethnographies	PHASE 1 MODEL DEVELOPMENT	4/country, total 24	21 Nov 2023 - 29 march 2024	IT, PL, PT, ES, LT, BG, ES, LT, BG	KITE, ARID, PRSC, JEX, POLO, UCP



1. INDEX DOSSIER A

1. CONCEPTUALIZATION: WHAT IS THE SMAT TECHNIQUE
2. WHAT DOES SMAT BRING TO OUR PROJECT?
3. CHALLENGES AND ETHICAL CONSIDERATIONS. WHAT SHOULD WE TAKE INTO ACCOUNT WHEN WORKING WITH CHILDREN IN LET'S CARE?
4. APPLICATION SCHEDULE
5. BIBLIOGRAPHY USED AND RECOMMENDED





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Why a SMAT workshop? Methodology overview

In LET'S CARE, we embrace the PAR (Participatory Action Research) perspective **Ethnography**, a central technique in qualitative methodologies.

Understanding school culture and the daily life experiences of children and adolescents (**subjectivity**). A platform for children to express **perceptions and feelings about their daily life**.

Playful-Participative Exploration: **Playful-participative approach** creates a meaningful space for children to share their experiences.

Facilitating a process of **self-awareness and empowerment** among the children.



HOW THE SMAT WORKSHOP WORKS?



Photo: Enclave de Evaluación y DDHH. “Quiero tener poderes”

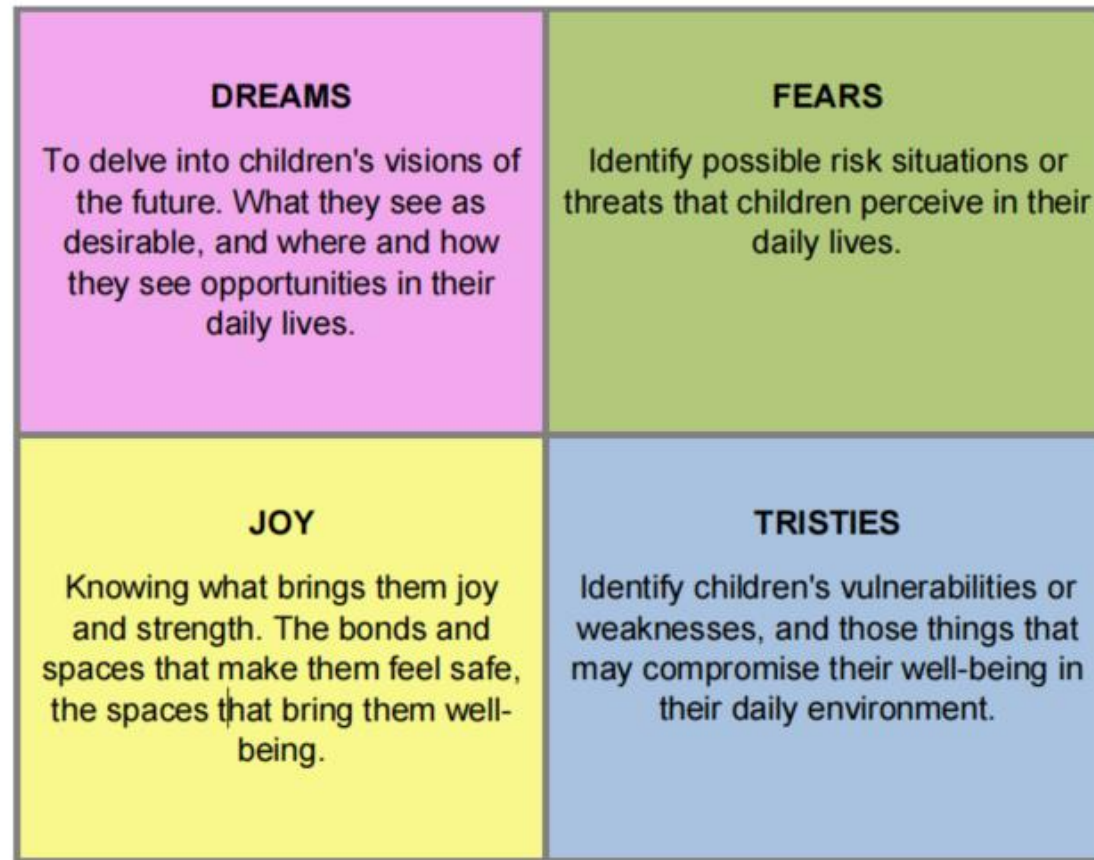
- Group of children gathered around or in front of a mural
- Mural divided into four parts
- Adult researcher conducts the technique
- Providing materials for children to complete the mural



HOW THE SMAT WORKSHOP WORKS?

The SMAT is a child-friendly version of a SWOT analysis

It responds to four axes of analysis: dreams, fears, joys, and sorrows



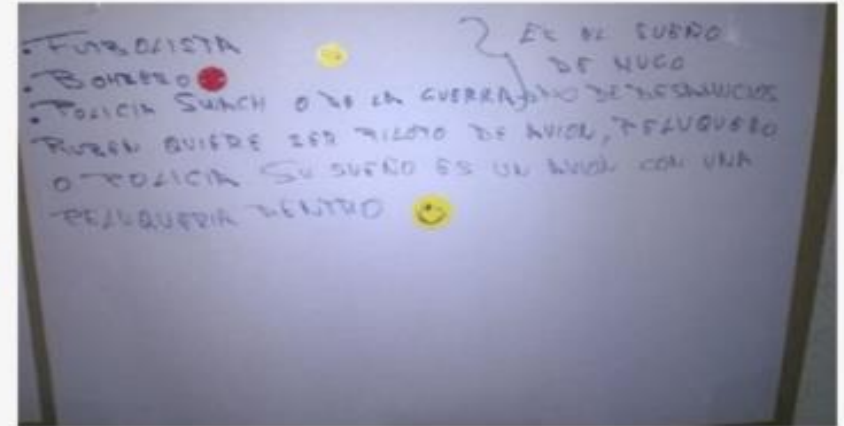
SWOT analysis evaluates internal and external factors

It normally assesses the current and future potential of any organisation or community.

What the workshop product looks like?



MARTÍNEZ MUÑOZ, M.
(COORD.) CABRERIZO
SANZ, L.; ET AL. (2016).



MARTÍNEZ MUÑOZ,
M. URBINA, J. Y
MENDOZA, R. (2011).

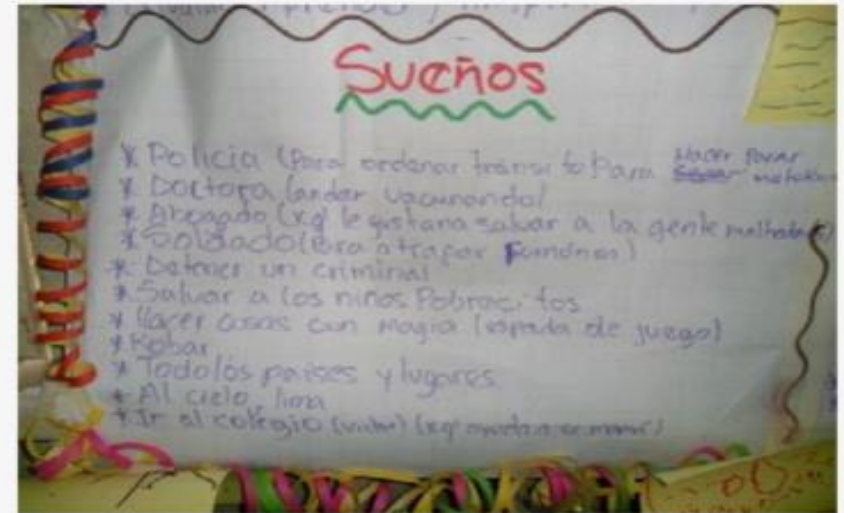


Photo: Enclave de Evaluación y DDHH. "Quiero tener poderes"



Perception of Children as Social Actors

Children as active participants in research.
Understanding and positioning **children as social actors**.

Autonomy for expressing and defending their rights.

Playfulness and participation in workshops.

Open new questions.

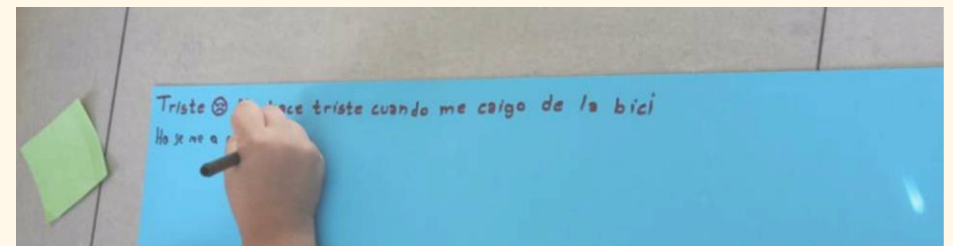


Photo: Enclave de Evaluación y DDHH. “Quiero tener poderes”



Challenges and ethics



Adequate Informing: Children should be well-informed about the workshop's purpose and significance.

Safe Environment: Creation of a secure setting to prevent harm to the young participants.

Importance of obtaining informed consent, especially for minors.

Attention to Adult Consent: Special consideration for obtaining informed consent from responsible adults.

Addressing Stereotypes and Prejudices: Recognition that stereotypes and prejudices exist, even among researchers and teachers.

Special Care for Minors: Given the vulnerability of children, careful intervention is crucial to predict and prevent potential harm





Two types of data

Murals created during the workshops.



Ordered transcriptions of children's contributions: Documenting children's insights and expressions gathered during the workshop.



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	
Age	
Vulnerability circumstances	



Overview of Literature Review

WP2 of our project emphasizes the diverse nature of performance in education.
Clear headline: relational and attachment variables in family and school contexts crucial for academic success.

Importance of safe, supportive, and inclusive school environments highlighted in the review of school climate.

SMAT technique to explore key variables: **well-being, relationships, teaching-learning processes, and school climate.**



Well-being and Safety:

Secure family attachments linked to positive outcomes; peer relationships impact school experiences.

Teaching-Learning Processes:

Central aspects shaping the school environment; community belonging and extracurricular activities.

Relationships:

Bonding in school relationships crucial for academic performance; leadership and a supportive environment essential.

School Climate and Sense of Belonging:

Identification with the school crucial for engagement, achievement, and well-being; positive school culture emphasized.



1. INDEX DOSSIER B

1. THE SMAT WORKSHOP: APPLYING THE METHODOLOGY

2. THEMATIC SCRIPT FOR DYNAMIZATION

3. REPORTING TEMPLATES

1. Delivery of the photographs of the workshop

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

5. CONSENTS





2. Preparing for the workshop

Facilitator Interaction: Positive and respectful contact is crucial, whether the facilitator knows the group beforehand or not.

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
8. **Voice recorder!**

Number of Participants:
Minimum: **6**
Maximum: **10**

Minimum age for
participation is 3 years

Materials vary based
on participant age





2. Workshop development

Step 1	Welcome and presentation of the workshop Welcome games/start-up dynamics
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).

Desirable to conduct the activity on the floor or use a large table with chairs.



Dynamization

This activity does not follow a strict script. The working order of the quadrants is a proposal that may change as required.

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.

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

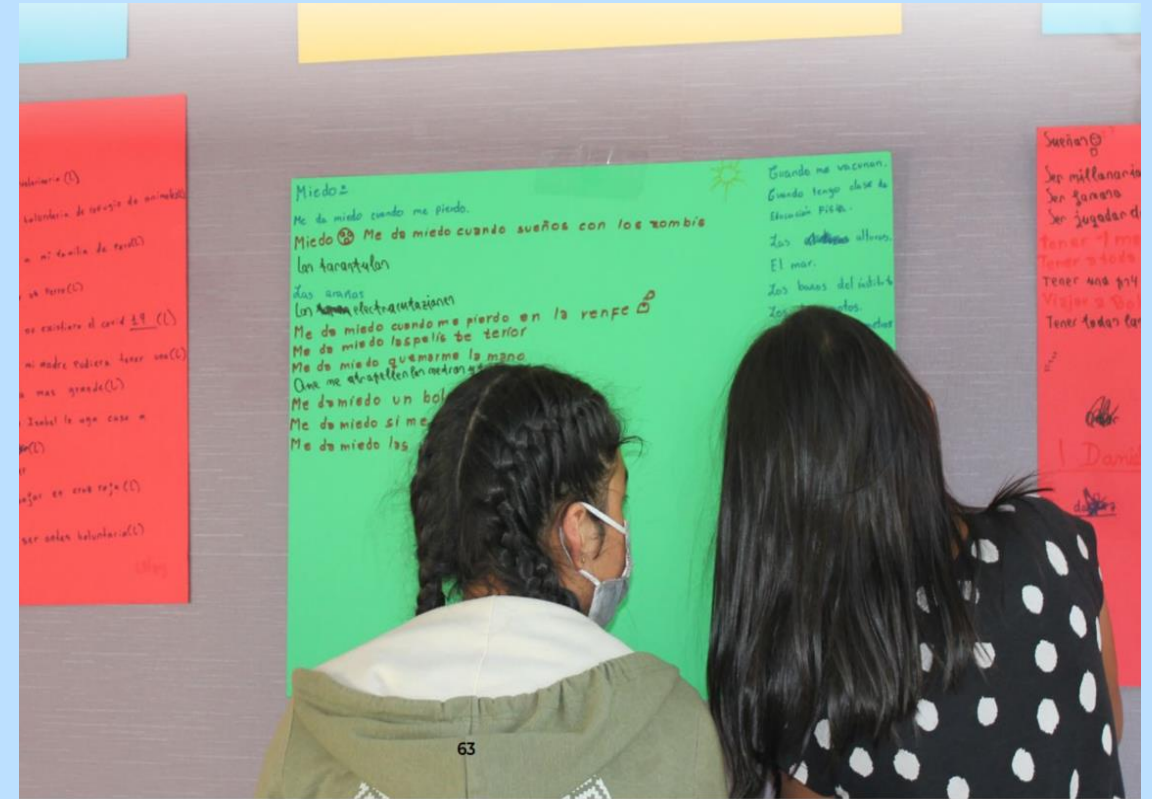


Photo: Enclave de Evaluación y DDHH. “Quiero tener poderes”

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?*

SORRO

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?*

Template

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thank you!

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