

Toolbox- Ferdinand I

Case study no 1- The inclusive- oriented environment. How to feel at Home

IO no 3

Intro text:

It is well acknowledged that people can only learn and develop harmoniously in a safe, welcoming and hospitable environment. Making our school feel like home is one of our school's values and also our main goal. When you welcome everyone with a smile, open arms and encouraging words you open the path for inner peace and calm, safety and comfort, for tolerance and acceptance. All these elements will lead to a natural, intentional and complete type of learning.

The main goal of this case study is to bring out and increase the importance of hospitality in our teachers' rooms, classrooms and school community and also to create an environment where everyone feels welcome.

Following the weekly practice of the exposure methods described in the case study, it was found a development and consolidation of the socio-relational skills that underlie hospitality.

We also understood the importance of creating a safe environment where children are involved and motivated to learn. When the children are welcomed with good energy, enthusiasm, love and open arms, they feel safe and accepted and they know that they are in a place where they can make mistakes and try again, they can grow and express themselves freely. This will also help them when changing schools because then they might feel very vulnerable and fragile. Thus, being part of a harmonious environment, the children will get the aid they need to achieve emotional growth.

Describe educators reflections:

Everyone came to the conclusion that being exposed and vulnerable in front of other people (either children, parents or other members of our school community) is not an easy task and not many people can do it. It requires a lot of fortitude in order to normalize and carry out these new customs so that you can turn them into a daily routine. Moreover, our teachers put into discussion the idea that it is not always easy to be hospitable, energized and to always have a smile on your face in front of your students or your coworkers.

The important part is that all the teachers understood that the change comes from within and the first thing we all need to do is be willing to take the first step and create a much friendlier workspace. Accepting the flaws and qualities of others, being involved in maintaining a safe work environment in the staff room and being active in all the

educational activities will lead to healthy changes in every teacher's room. Once they take this step, the teachers will feel better, work better, share their thoughts and experiences and their cooperation will also help them handle the hardship of solving difficult situations on their own. This friendly atmosphere in the teacher's room should also be found in the principal's office, the nurse's office, the administration and of course in the classroom with the children and their parents. In this way we can create a compatible community, which is ready to respect the differences between people and also a magic place where everyone is seen and heard, where everyone feels appreciated and feels like home.

Case study main message:

In choosing the methods highlighted in our research we started from the idea of hospitality seen as a sum of several socio-emotional skills (flexibility, adaptability, empathy, care, friendship, communication, etc), which from our perspective are an important part in training a person to be a teacher. We believe that by having these skills developed you can build a safe space in a school/classroom, where everyone feels welcome and safe, feelings that underlie the increased motivation for work and learning for both students and teachers.

We all know that in a space where you feel accepted you allow yourself to deal with your limits and resources, you allow yourself to explore without fear of consequences, which facilitates the process of natural exploration, which underlies learning. We designed these methods starting from the observation of the demotivation phenomenon existing among the students and starting from the idea that we, as adults, are responsible for the learning context to which the students are exposed. We, as teachers, should be the guiding light that is needed in our schools!

The tool and its purpose:

a) Case study 1: „The House of Hospitality,,-Role-playing cards

Building „ The House of Hospitality,, together as a team and being aware of the methods that help us to be hospitable in the school.

Describe how to use the tool:

The game contains 24 cards with affirmations about how to build a hospitable environment in the school. All the cards will be on the floor. The players (2 to 24) will roll a die and choose a card. They read the affirmation on the card and give strong arguments if they think this is important or not for „building a house of hospitality,, in the

school. If they agree with the statement they will arrange the card making a house (the symbol for hospitality- how to feel like home).

When the house is built, the players will decide together which cards will provide the floor of the house, the walls and then the roof.

In the end they will take a picture of the house and use it for their classrooms to remember how they can be hospitable!

b) Case study 1: „The Road of Hospitality,, - Practices and reflections during one week of activity in the school

The purpose of the game is: Practicing and developing socio-emotional skills in order to become hospitable teachers (a suitable host for all the community members)

Every teacher in a school can try these weekly challenges:

1. Greet as many people as you can.
2. Have a conversation with three of your colleagues about how they might feel. Listen carefully to what they say and ask questions so you can find out more.
3. Write a letter to a colleague of yours in which you explain how much you appreciate him/her.
4. Share with a colleague a rewarding experience or activity you did and made you feel proud during the day. Give as many details as you can about this activity.
5. Share with a colleague something that made you feel proud and something that challenged you a lot this week.
6. Get involved in an activity that will energize you.
7. Write down in a journal how your body feels, what you feel and think at the end of the week.

Make up a list of personal challenges or repeat these weekly challenges!

Steps:

- a) In this game the players will have to pass a daily challenge for the whole week (Fig.1)
- b) After each challenge the players will fill the corresponding „P,, (challenge 1,2,3, etc) circle with their thoughts/ reflections/drawings. (Fig. 2)
- c) We encourage the players to draw their self-portrait emphasizing their mood on that specific day. At the end of the week they should notice if they maintained a well-being state or not.
- d) The players should consider the mind-heart connection when writing their reflections.
- e) The last step is that they should challenge themselves to keep doing this activity.

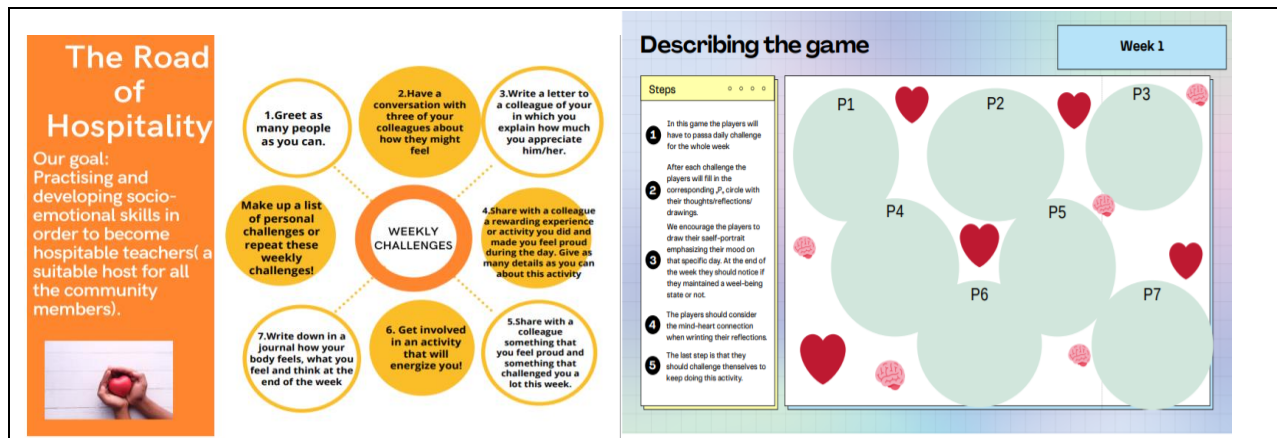



Fig. 1

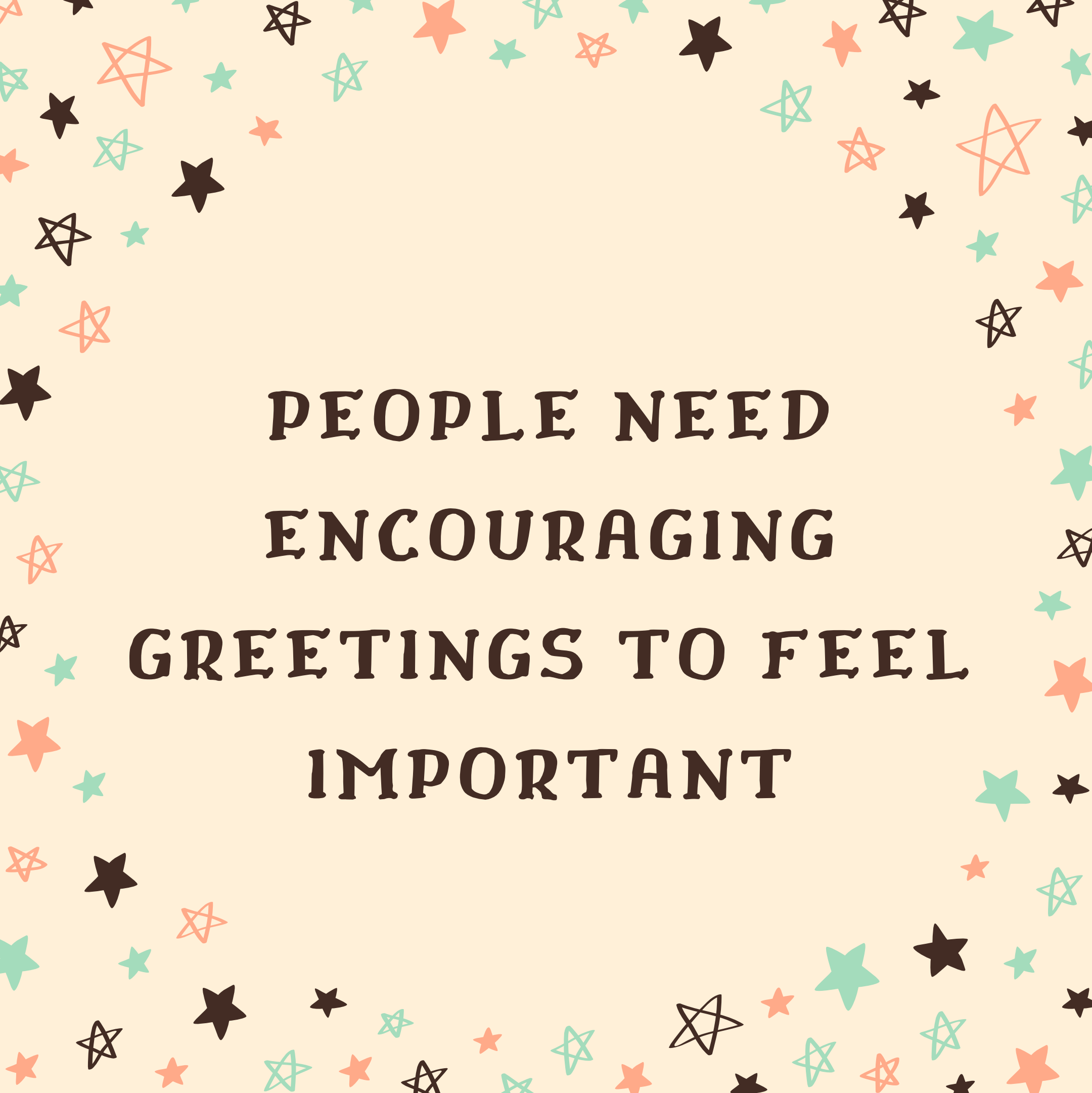
Fig. 2




**IT IS IMPORTANT TO
SMILE WHEN YOU
GREET SOMEONE**



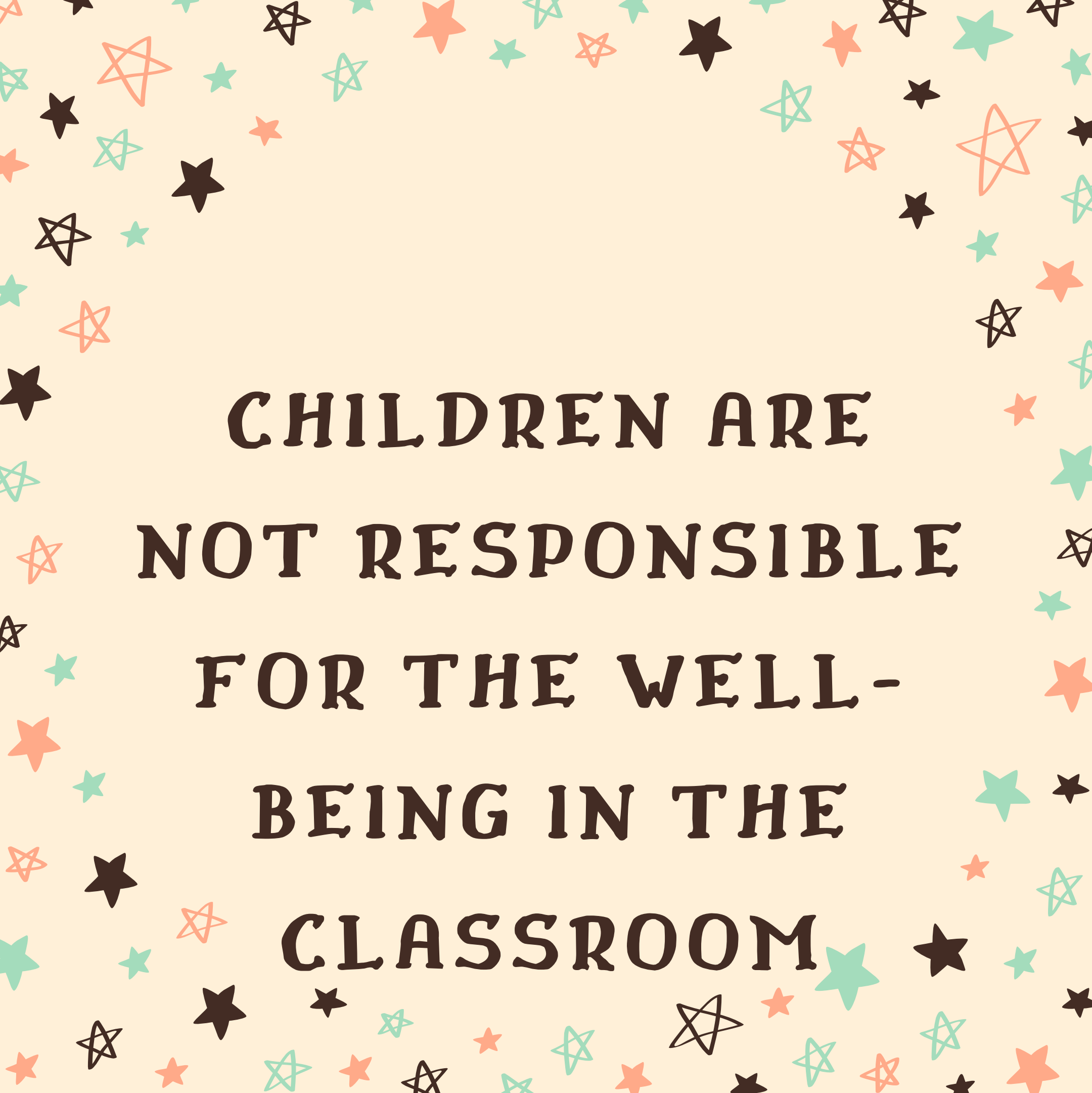
**PEOPLE FEEL IT
WHEN YOU HAVE
THE COURAGE TO BE
AUTHENTIC**



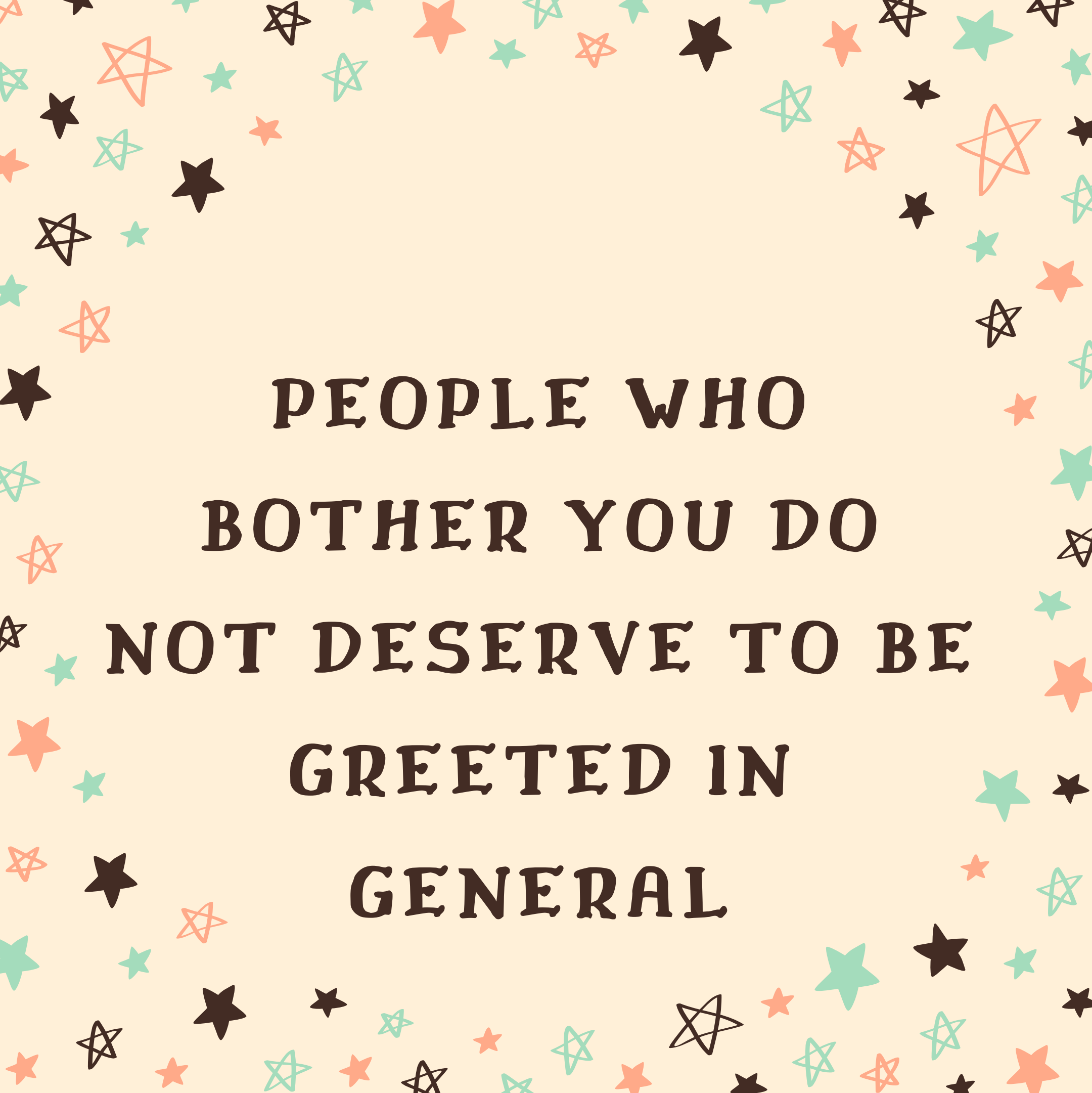
**PEOPLE NEED
ENCOURAGING
GREETINGS TO FEEL
IMPORTANT**




**MAKING EYE CONTACT
WITH THE OTHER
PERSON MAKES YOU
FEEL CONNECTED**



**CHILDREN ARE
NOT RESPONSIBLE
FOR THE WELL-
BEING IN THE
CLASSROOM**



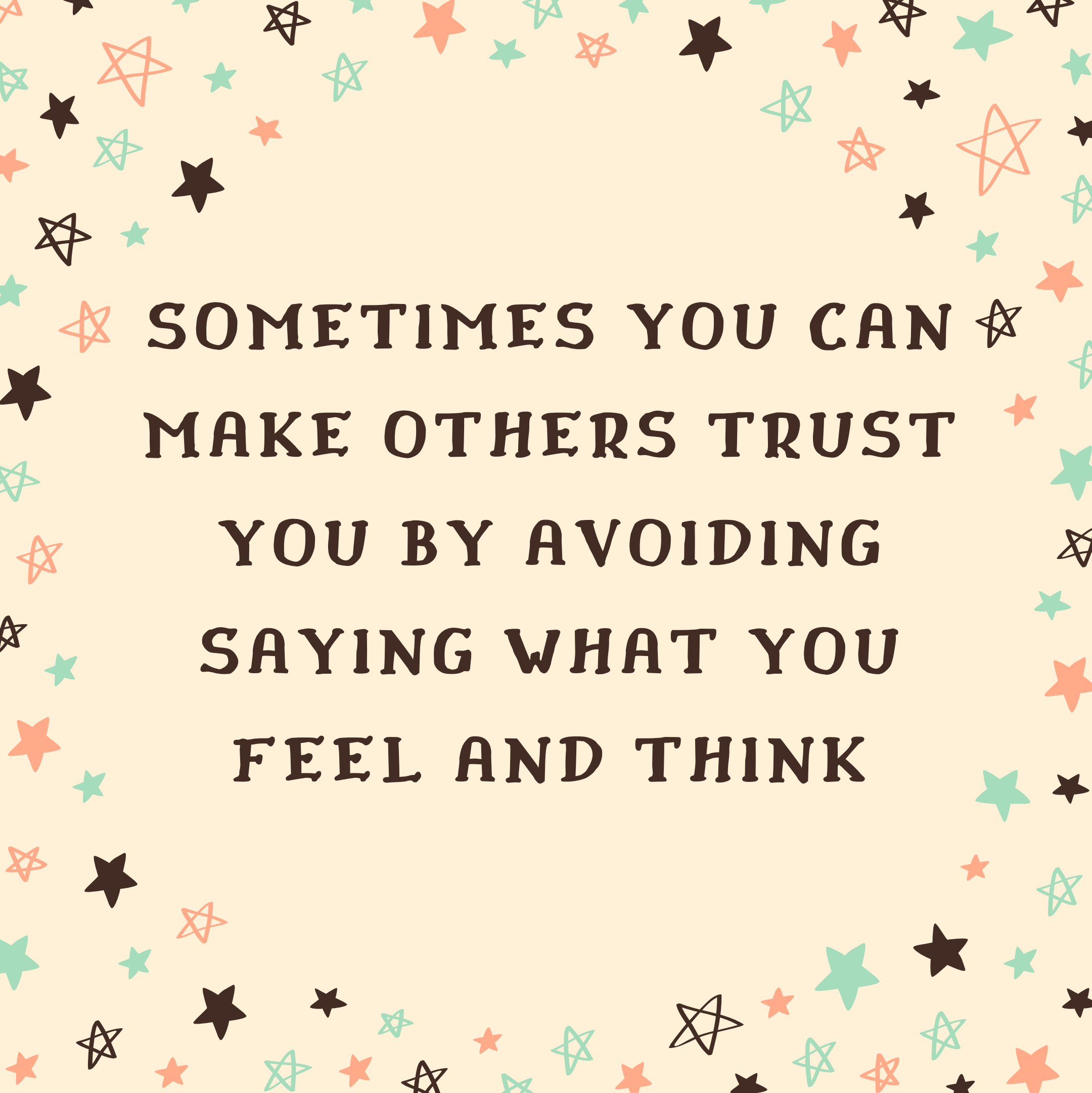
**PEOPLE WHO
BOTHER YOU DO
NOT DESERVE TO BE
GREETED IN
GENERAL**




**THE TONE OF YOUR
VOICE CAN MAKE
COMMUNICATION
MORE EFFICIENT**




**PEOPLE DESERVE
TO BE LISTENED TO
CAREFULLY**




**SOMETIMES YOU CAN
MAKE OTHERS TRUST
YOU BY AVOIDING
SAYING WHAT YOU
FEEL AND THINK**



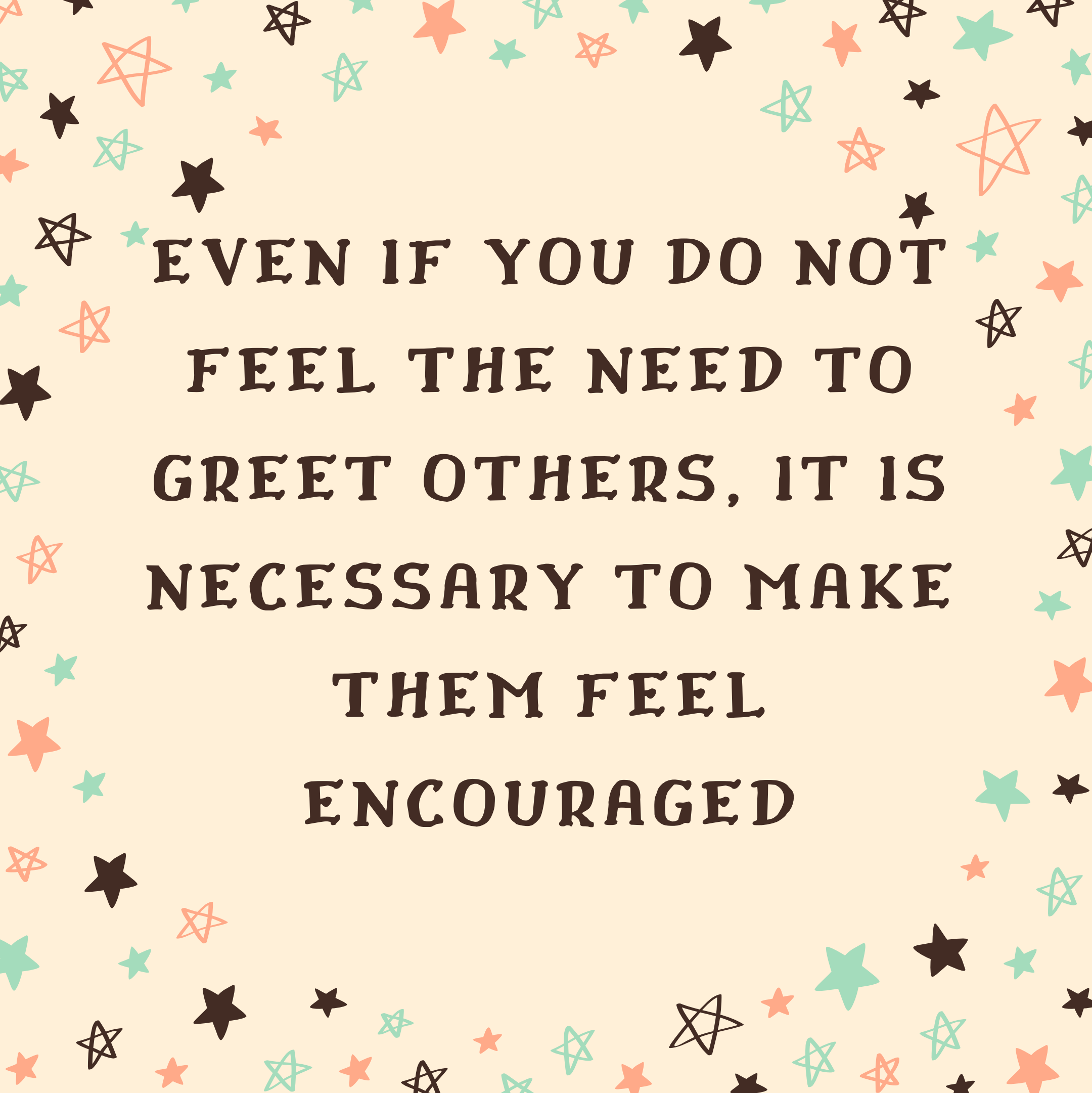
**YOU CAN TALK ABOUT
YOUR THOUGHTS AND
FEELINGS BECAUSE
THAT MAKES YOU
AUTHENTIC**



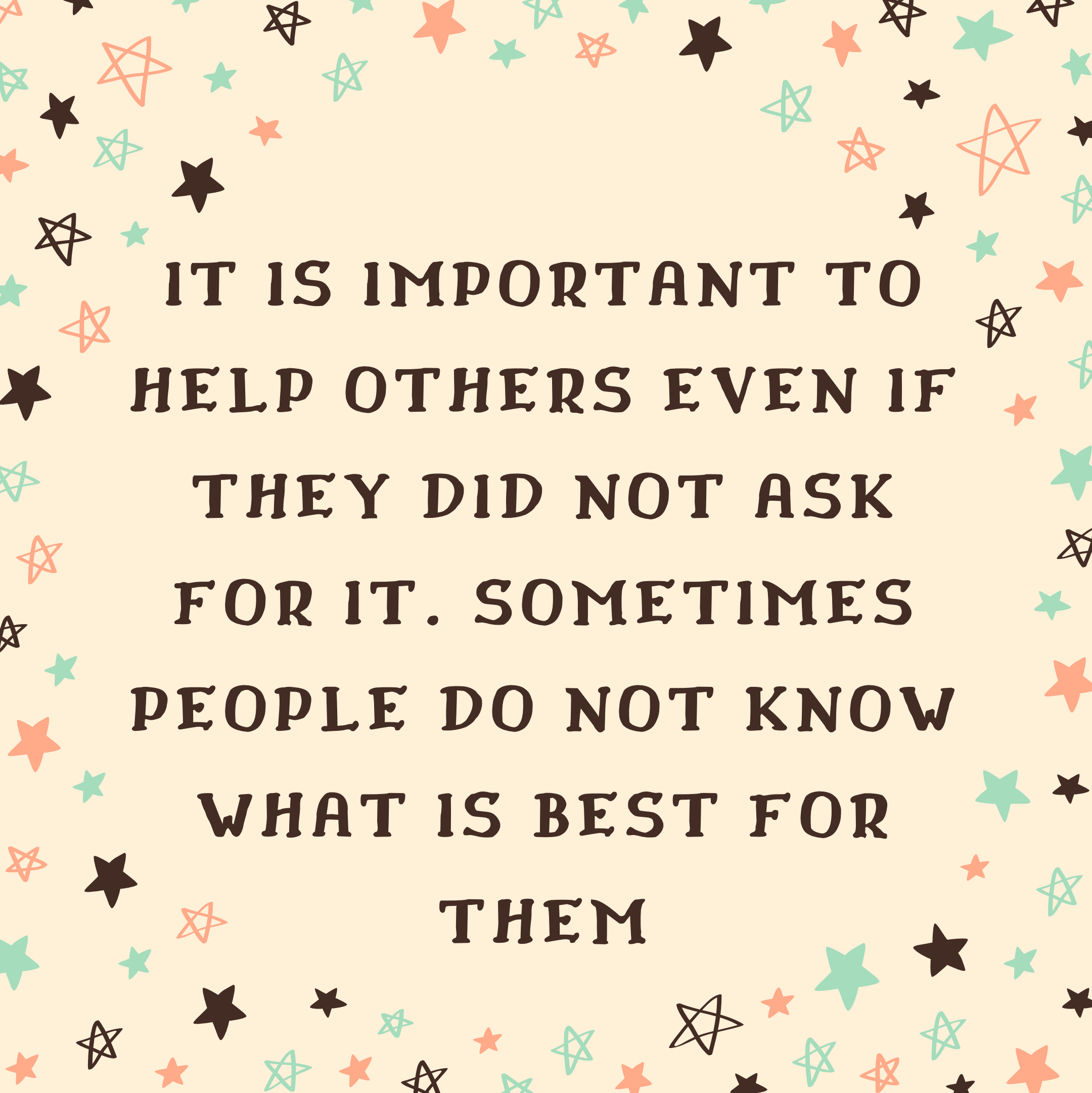
**PEOPLE NEED
COMPLIMENTS. EVEN
IF YOU DO NOT MEAN
TO GIVE THEM. YOU DO
THIS FOR THEM**



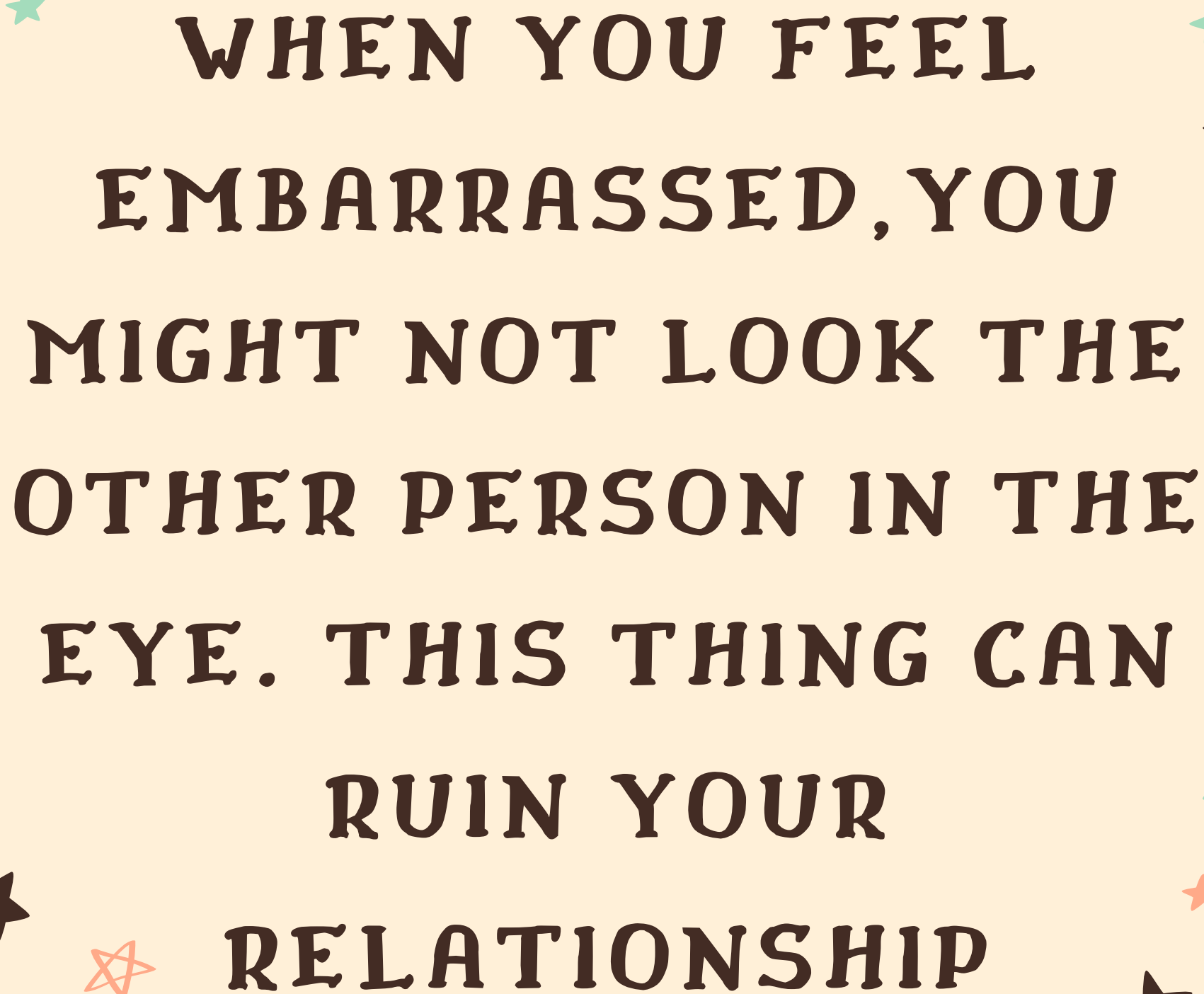
**SOMETIMES YOU HAVE
TO KEEP FROM THE
THINGS YOU LIKE TO
MAKE OTHERS FEEL
BETTER**



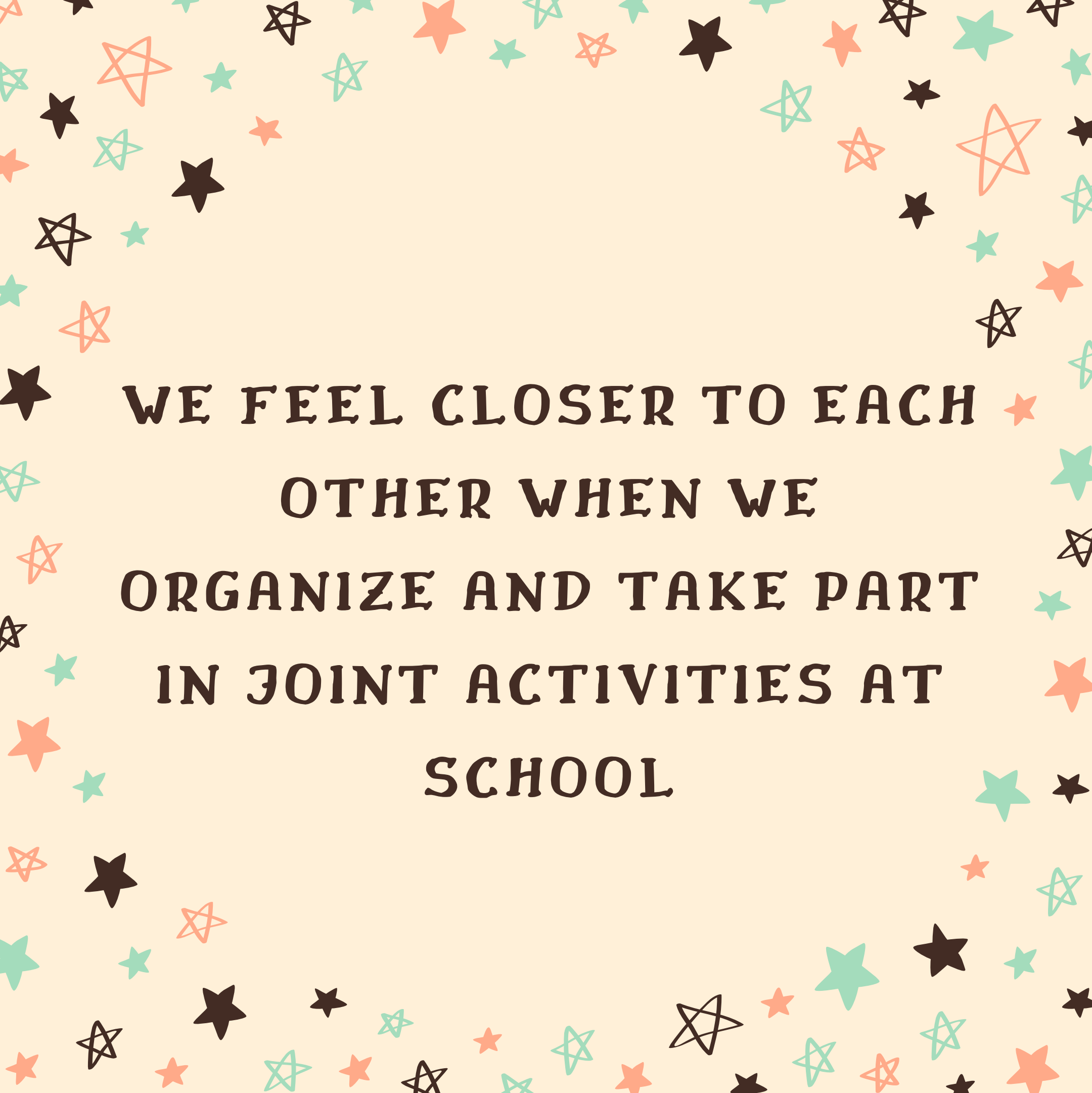
**EVEN IF YOU DO NOT
FEEL THE NEED TO
GREET OTHERS, IT IS
NECESSARY TO MAKE
THEM FEEL
ENCOURAGED**



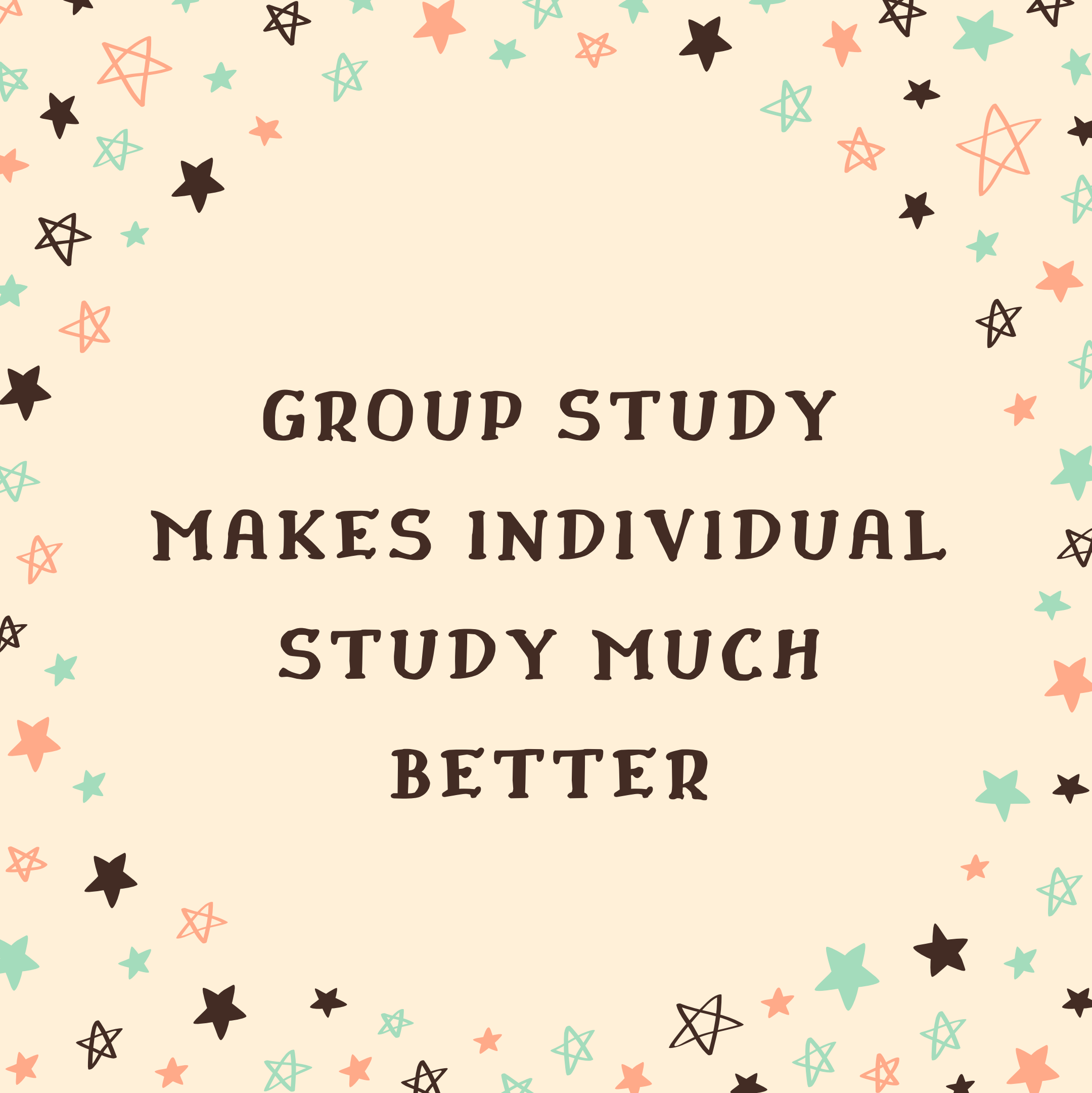
**IT IS IMPORTANT TO
HELP OTHERS EVEN IF
THEY DID NOT ASK
FOR IT. SOMETIMES
PEOPLE DO NOT KNOW
WHAT IS BEST FOR
THEM**



**WHEN YOU FEEL
EMBARRASSED, YOU
MIGHT NOT LOOK THE
OTHER PERSON IN THE
EYE. THIS THING CAN
RUIN YOUR
RELATIONSHIP**




**WE FEEL CLOSER TO EACH
OTHER WHEN WE
ORGANIZE AND TAKE PART
IN JOINT ACTIVITIES AT
SCHOOL**



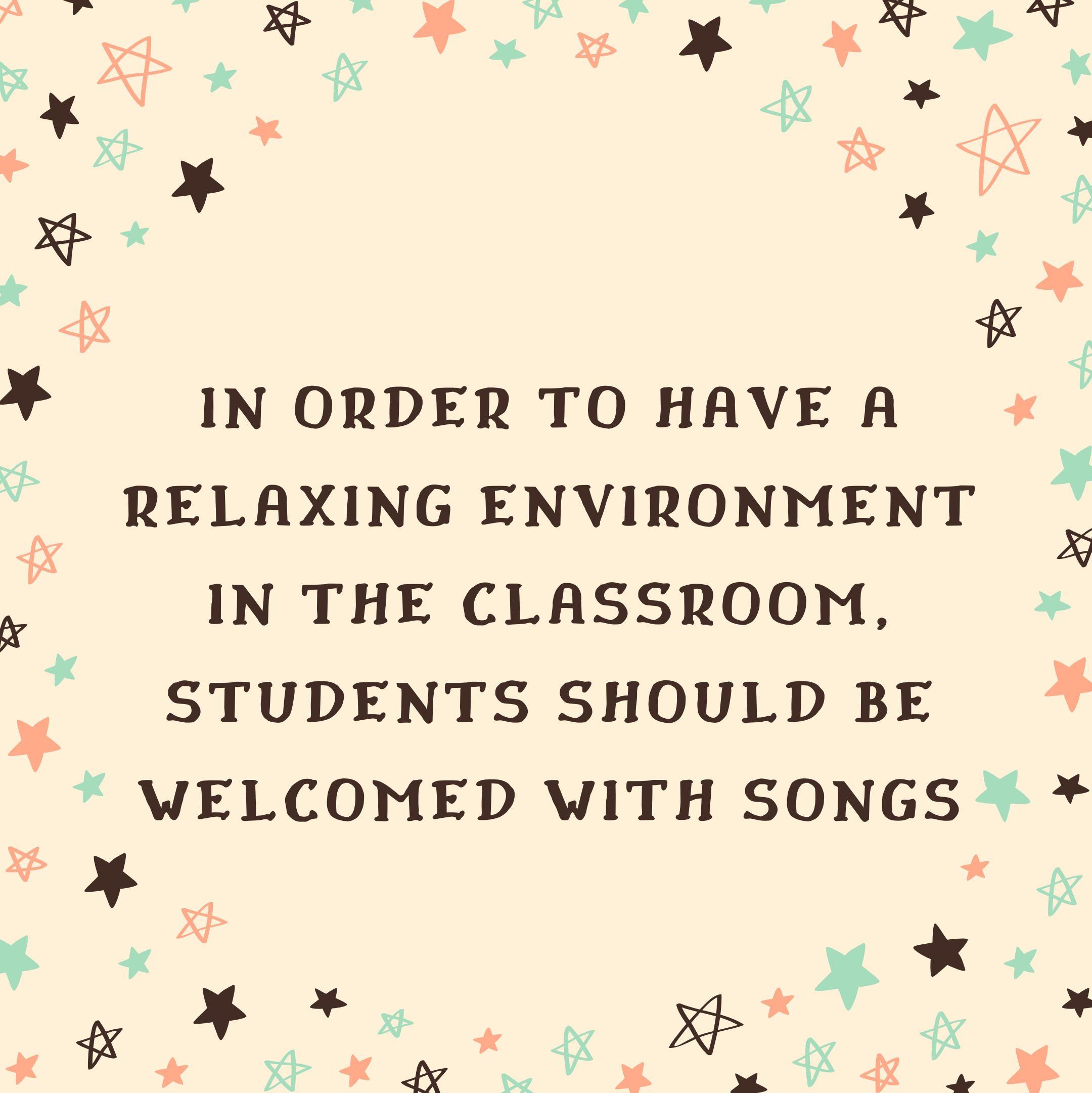
**GROUP STUDY
MAKES INDIVIDUAL
STUDY MUCH
BETTER**



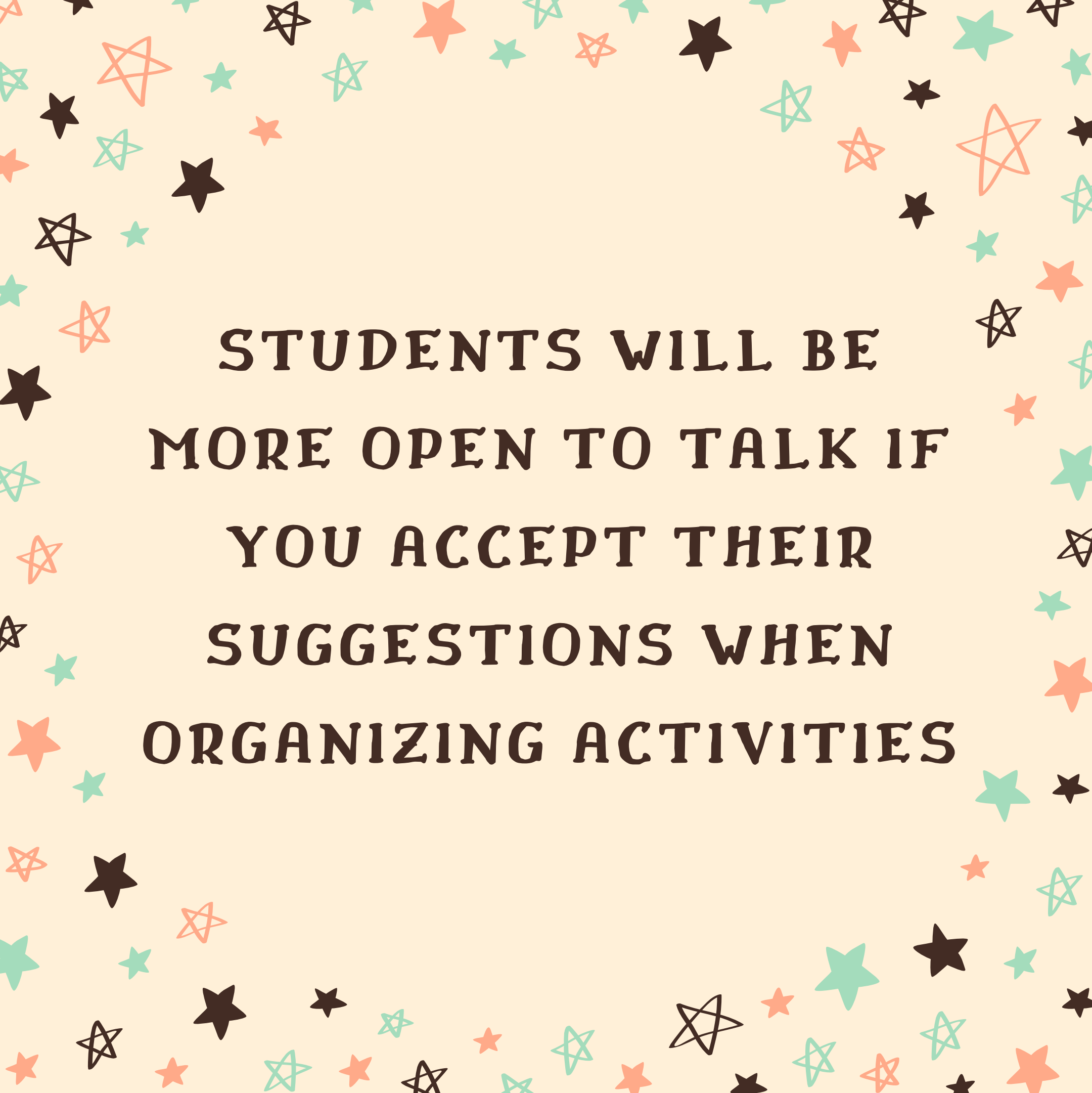
**WE NEED TO GIVE
AND RECEIVE
APPRECIATION**



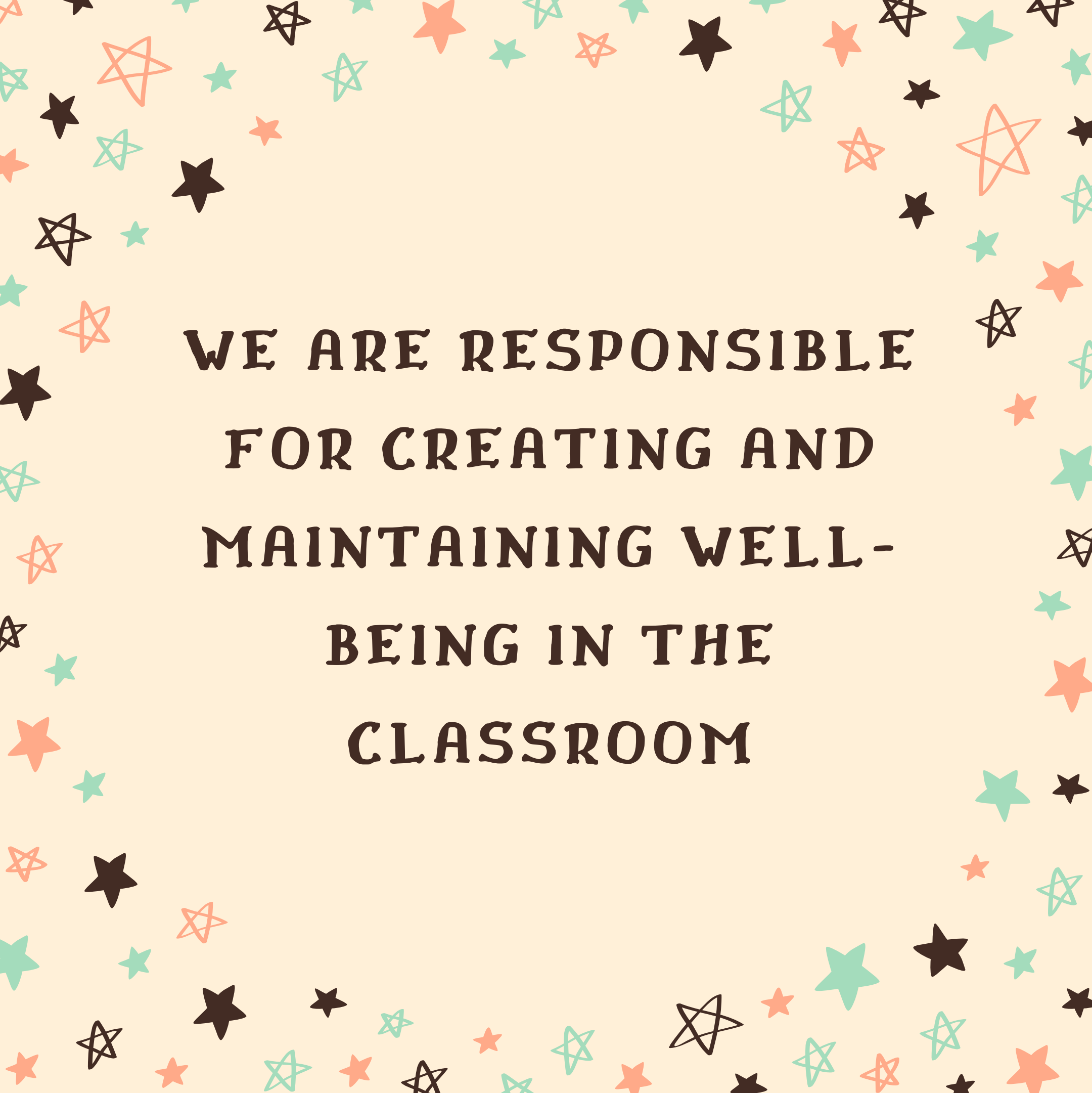
**HOSPITALITY IN
SCHOOLS MEANS
WELL-BEING,
SECURITY AND
COMFORT**



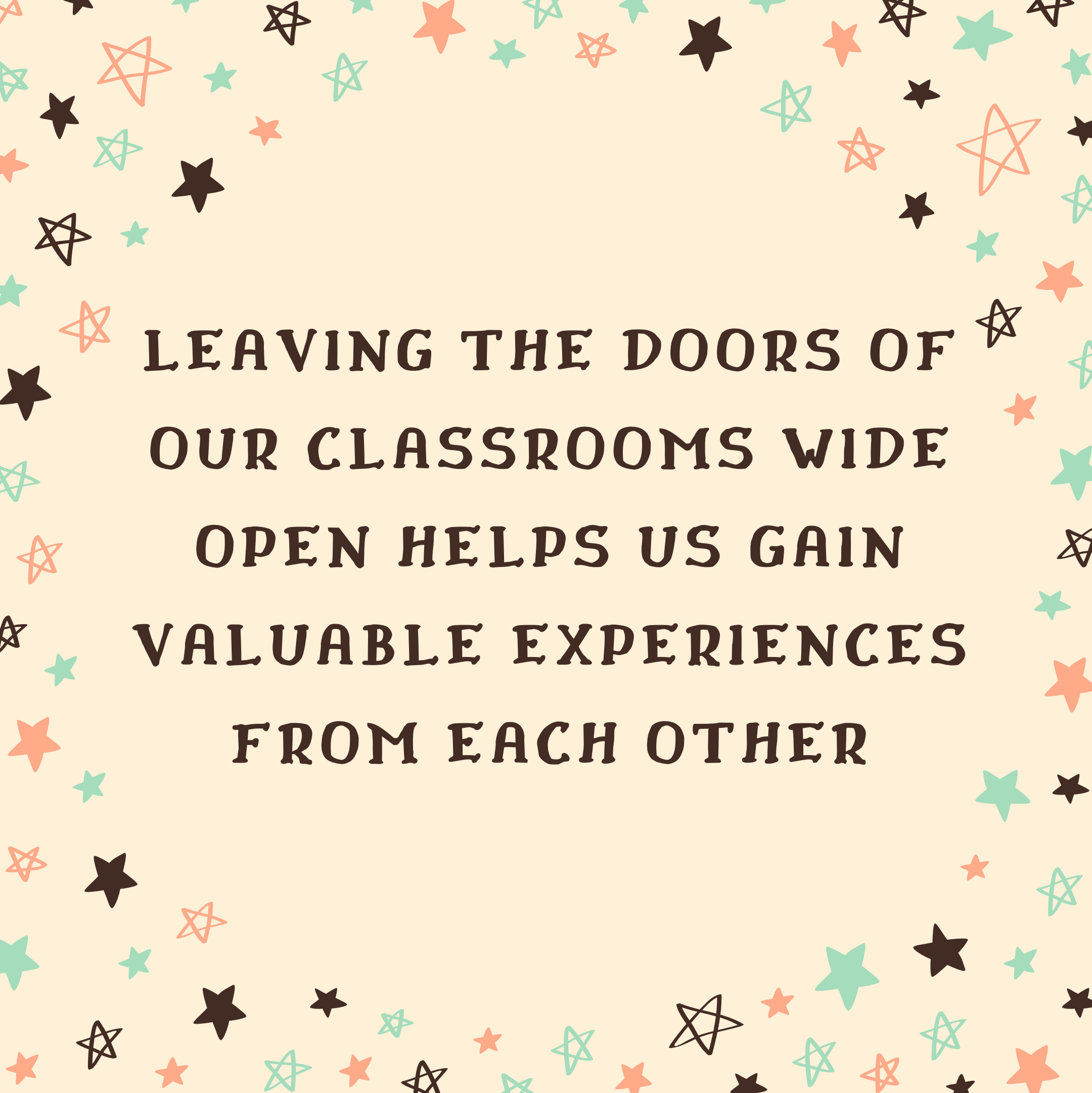
**IN ORDER TO HAVE A
RELAXING ENVIRONMENT
IN THE CLASSROOM,
STUDENTS SHOULD BE
WELCOMED WITH SONGS**



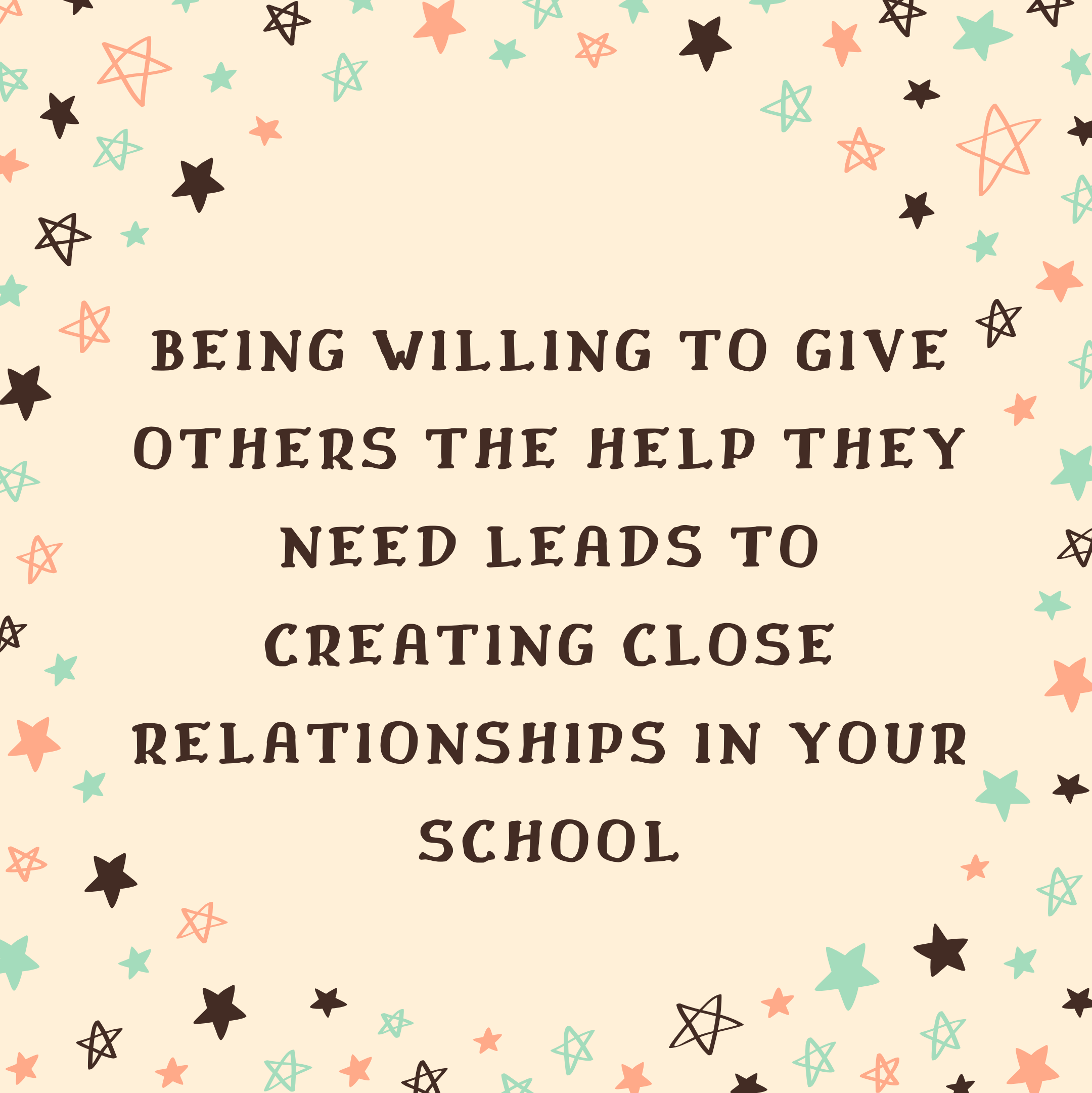
**STUDENTS WILL BE
MORE OPEN TO TALK IF
YOU ACCEPT THEIR
SUGGESTIONS WHEN
ORGANIZING ACTIVITIES**



**WE ARE RESPONSIBLE
FOR CREATING AND
MAINTAINING WELL-
BEING IN THE
CLASSROOM**



**LEAVING THE DOORS OF
OUR CLASSROOMS WIDE
OPEN HELPS US GAIN
VALUABLE EXPERIENCES
FROM EACH OTHER**



**BEING WILLING TO GIVE
OTHERS THE HELP THEY
NEED LEADS TO
CREATING CLOSE
RELATIONSHIPS IN YOUR
SCHOOL**

The Road of Hospitality

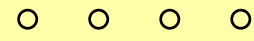
Our goal:
Practising and
developing socio-
emotional skills in
order to become
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suitable host for all
the community
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Describing the game

Week 1

Steps



- 1** In this game the players will have to pass a daily challenge for the whole week.
After each challenge the players will fill in the corresponding „P,, circle with their thoughts/reflections/drawings.
- 2**
- 3** We encourage the players to draw their self-portrait emphasizing their mood on that specific day. At the end of the week they should notice if they maintained a well-being state or not.
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