Erasmus+

The methodology book

Mobile Ethical Laboratory
Global Hospitality

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Introduction

Welcome to our Methodology Book. We hope this book will inspire you in the process developing a hospitable environment making people feel at home.

The book is the output of an international Erasmus+ project running from 2019 till 2022.

Whether you are a teacher, educator, nurse or has a job, where it is expected that you can create relationships with others, hospitality is relevant.

Establishing a hospitable environment requires some form of exposure, as hospitality is a relation between a "guest and a host". To find out, how to become aware of the diversity and coherence of these roles, requires courage.

In the book you can find reviews and Tools guiding you and your colleagues entering that bold process.

Everything in this book can be printed out for free.

Position paper

POSITION PAPER

THE MOBILE LABORATORY PROJECT (MEL)

About the MEL project

In our **Project MEL** we aim to develop a toolbox, that can be used by educators in all fields of education, and which promotes innovation, experience sharing and know-how between us in the partnership.

The **aim of our project** is to develop intellectual outputs by which educators can generate a new way of teaching and thinking about their own role as a teacher. This way of teaching is based on exposure models and methods. Both the models and methods **aim to promote the professional satisfaction among educators and their robustness**.

Furthermore, the methods and models aim to create a space for social inclusion and aim to minimize the dropout rate of students; this includes reducing the feeling of loneliness and alienation among the students. We want to invest and exchange our knowledge, skills and competences in this project of capacity building. In this way **our project MEL will benefit individuals, institutions, organizations and society** as a whole by **contributing to growth and ensuring equity, well-being and social inclusion in Europe and beyond**.

Our project MEL has developed and produced a toolbox, which contains a guideline explaining what MEL is all about, a book of methodologies, exposure games and a collection of instruction cards with thematic assignments on one side and the theoretical frame on the other site.

MEL project was run between September 2019-April 2022

MEL WEBPAGE
https://en.via.dk/global-partnerships/erasmusplus-projects/global-hospitality

Identifying key issues for the inclusive-oriented environment and students and teachers' well-being

While trying to have a comprehensive overview of what really means the inclusive oriented environment within school, we focused our attention on mapping the common understanding on two major issues, such as: what are the most common emerging kinds *of creative and innovative exposure methods* used by educators at all levels and what are its links to pedagogy and establishing a *common understanding on the concept of hospitability in education*.

Hospitability in education

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Exposure methods

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An innovative approach to enhance the inclusive-oriented environment and students and teachers' well-being
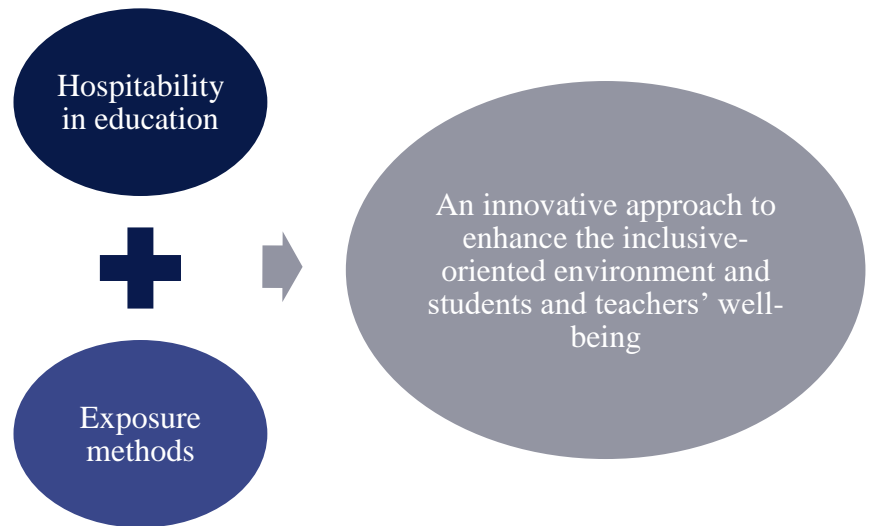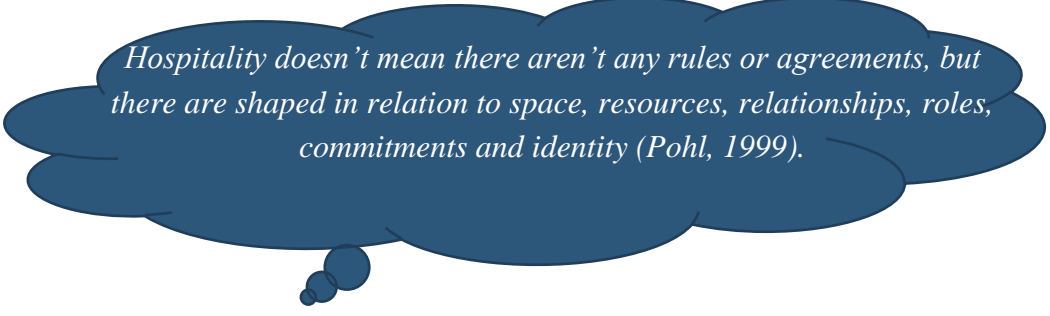
Hospitability in education

When talking about *hospitable pedagogy* we generally focus on discussing *strategies that help us, teachers, make the classroom and by extension the whole school a more hospitable place for students*. As Marmon, 2008 and Jones, 2007 presents, a "good host" has to value the students and the perspective they bring to the classroom by being attentive and listening. In this role of "host" the professor is charged with the task of opening students up to the idea that they have something to offer—that they are not just the recipients of knowledge but makers of it (Marmon, 2008). This requires courage on the part of the relation between teacher and students and a new way of looking at the classroom and our students. Hospitality is a practice that builds community.

In the MEL project we see hospitality 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 with these skills developed you can build in a school, a classroom a safe space where

everyone feels welcome and safe, feelings that underlie the increased motivation for work and learning of both students and teachers.

We all know that in a space where you feel accepted you allow yourself to be yourself with your limits and resources, you allow yourself to explore without fear of consequences, which facilitates the process of natural exploration, which underlies learning.

Hospitality means you are hospitable to everyone, not only for the teachers or students you know and care about, but also for the unknown persons or students you are less in touch with. ***Hospitality is unconditional and reciprocally*** in the sense that the mystery of hospitality lays in the fact that we have to have a mutual respect amongst partners/equals. The principal of the school and teachers welcome students and their parents at school, teachers welcome students with open arms in the class or vice versa and every time they have to find a way to answer different demands and expectations. This 'laws of hospitality' refer to agreements that teachers and student makes with each other to make it work, such as a student charter or school regulations.
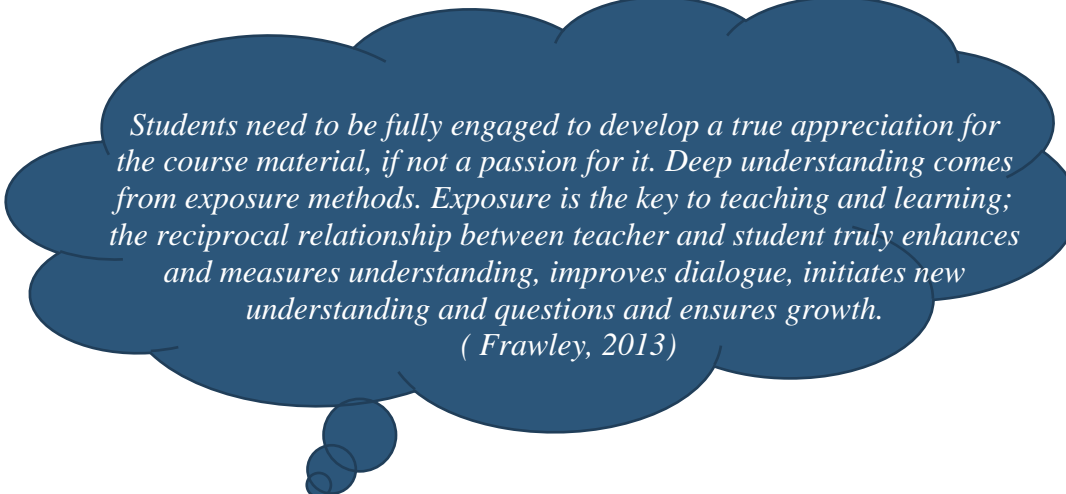
Hospitality doesn't mean there aren't any rules or agreements, but there are shaped in relation to space, resources, relationships, roles, commitments and identity (Pohl, 1999).

Exposure methods

While talking about exposure methods, research shows us that we generally refer to activities such as role-play, simulation, narrative writing and understanding, experience with metaphor or theater and student/teachers' presentations. The general aim is to develop aesthetical understanding, to reflect on identity and how one defines "oneself" and to engage on the development of relationship between teacher and student in the process of exposure and not on the exposure itself (Nielsen et al, 2022).

That is why role-play and simulation can improve the competences and it is also important to reflect upon the participants. When Role-plays comes alive might implicate that participants are touched and moved emotionally and with their feelings. Studies show(Nielsen et al, 2022) that the impact of Role-play are significant and participants express, that even though they feel uncomfortable with the role-play form, they feel the change in themselves.

Students need to be fully engaged to develop a true appreciation for the course material, if not a passion for it. Deep understanding comes from exposure methods. Exposure is the key to teaching and learning; the reciprocal relationship between teacher and student truly enhances and measures understanding, improves dialogue, initiates new understanding and questions and ensures growth.
(Frawley, 2013)

IO3

Case Study 1: The inclusive-oriented environment. How to feel at Home
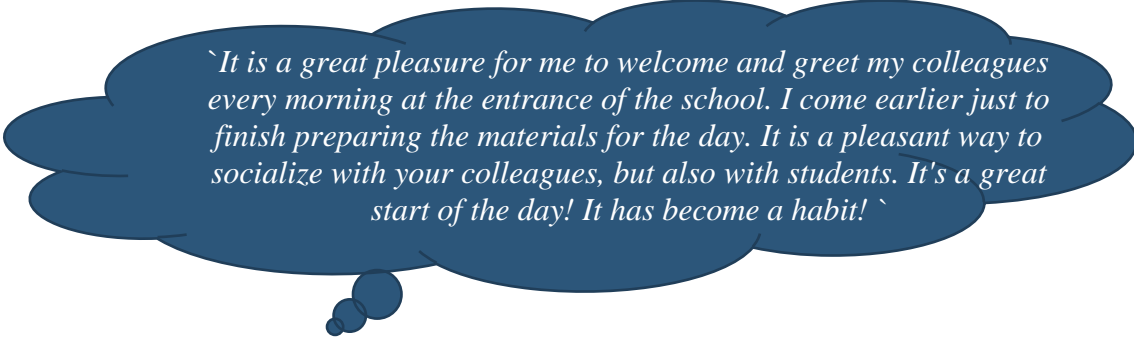
An aim during this project consists of trying to provide a comprehensive overview of relevant research regarding the emergence of different kind of creative and innovative exposure methods used by educators at all levels – and the links to including pedagogy. That is why we developed a series of case studies in order to help us in exploration of a phenomenon of hospitability in schools through a variety of lenses in order to reveal multiple facets of what does it really mean to be hospitable and how can school introduce and enhance this practice in their everyday school life. The MEL project took a serious approach on designing and implementing a series of activities that aim at developing wellbeing in the school through the lenses of hospitality. A series of best practices, in the form of case

studies was developed and implemented during the project. Such examples implemented by Ferdinand School in Romania is the activity called "Morning Greeting/Hello". Based on the fact that it is very important how we start our day, we consider that a greeting, that small gesture, but with an immense significance for the one who offers it, but also for the one who receives it. How can a greeting turn a place into an area of harmony, comfort and wellbeing? How can a simple greeting make our day beautiful and give us the energy we need for the whole day's work? How could a greeting connect people in a hospitable atmosphere and make them feel at HOME?

It is on the one hand, a method of exposure, of practicing hospitality starting from empathy, smiles, openness in relation to those around, collaboration and good mood, and on the other hand, a creative method by the way it was applied.

To further investigate the true meaning of this method we asked some questions during a semi-structured interview (to teachers, students, parents, administrative staff) about the welcoming ceremony in the morning: '*What does the `salut` (hello) in the morning represent to you?/ What did you feel/ How was it for you to be greeted every morning in different styles?/ In your opinion what kind of effects did have every greeting style about you and about the others?/ How do you want to be greet in the future when you arrive at school?*`

The results show us that this method helps at creating that sense of belonging amongst teachers and pupils. This is mostly emphasized through the voice of a respondent that agreed that:

> `*It is a great pleasure for me to welcome and greet my colleagues every morning at the entrance of the school. I come earlier just to finish preparing the materials for the day. It is a pleasant way to socialize with your colleagues, but also with students. It's a great start of the day! It has become a habit!*`
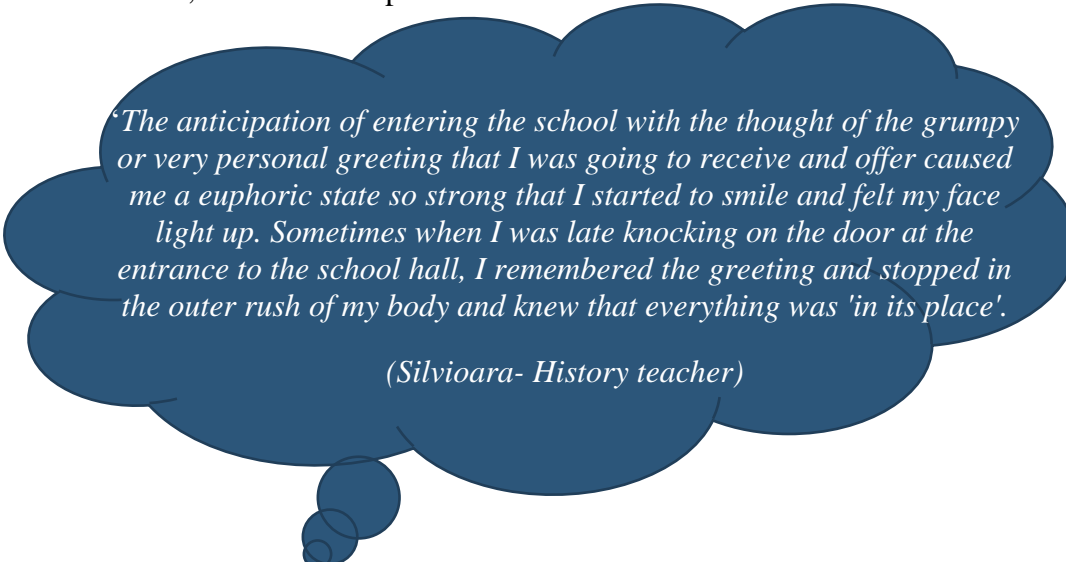
The input of this method was positive and research showed that the '**Morning Greeting' method has significantly contributed to the development of hospitality in school.** Trusted relationships have been developed and strengthened between, teacher-parents, parents-pupils but also teachers and pupils as found in this statement:

`*The joy of the children who come to hug you, to greet you, to share the pretzel they have with you, to admire your nails or how you are dressed. It is the moment when only he or she matters, but also the moment when*

he or she is listened to. It is our moment, of the teachers, when we can talk about ourselves. It is our moment of respite. It is my moment when I am charged with energy and love. It is our peaceful moment when it is only us and no one else! It is the part of the day when we share what we have done or what we will do.'

All in all, hospitality thought about how beautiful it must be for everyone in a school to be smiling and friendly, to share ideas and feelings as in a large family, to support each other and to live in a connection that determines personal and professional development of each of them!

Changes also appeared in the relations between the teachers and the administrative part of the school, we started to communicate more, we realized that we are important in school and in the relationship with children, as a teacher replied:

'The anticipation of entering the school with the thought of the grumpy or very personal greeting that I was going to receive and offer caused me a euphoric state so strong that I started to smile and felt my face light up. Sometimes when I was late knocking on the door at the entrance to the school hall, I remembered the greeting and stopped in the outer rush of my body and knew that everything was 'in its place'.

(Silvioara- History teacher)

IO4

Case study 2: The hospitable environment. "How to meet the other as the other"

During this case study the project focused on trying to understand what does a hospitable environment mean and how to keep an open mindset while meeting other people. Trying to get as many answers as we can to the question *"How to meet the other as the other"* a series of activities were developed by RHIZO School in Belgium. The aim of the activities was to gather as much data on hospitability by inviting teachers to reflect upon this phenomenon. After this inquiry process a series of ideas emerged and are related to some guidelines every teacher must follow in order to foster an inclusive school environment where meeting new people is seen as a moment of joy and curiosity in discovering, accepting and understanding that we are all different but equal in rights.

Therefore, the MEL project puts an emphasis on the following recommendations:

- ❖ No intrusiveness, no obligatory dance because not everyone likes that.
- ❖ A neutral first day of school
- ❖ Place name cards so that the students know they are expected.
- ❖ Speed dates in the classroom so that everyone knows something about each other by the end of the first day of school.
- ❖ Randomize the groups. Not the first 2 hours, but this way the students who don't know anyone in advance can also make contacts more easily.
- ❖ Hold a class day after one month. Everyone knows each other a little better and the hesitation is gone. In this way different things come up than on the first day of school/week.
- ❖ Play the 'cross the line' game during the first days of school but with 'easier' choices (eg chips and candy).
- ❖ Ask 'circle' questions. You all sit in a circle and if you don't want to answer, you put yourself back a little, so it's clear to everyone that you don't want to answer or speak. As a class mentor you can come back to this individually with the student afterwards.
- ❖ Ask the question "What do you expect from a first day of school?" on the registration form.
- ❖ Clarity about where the students should be on the first day of school.
- ❖ Continue to show interest in the students, also during the school year.
- ❖ If there is no click with both the student and the teacher, they can also accept this.
- ❖ As a student you have the right to behave differently in different situations.
- ❖ Holding up the mirror to yourself as a teacher, is it just me?
- ❖ Ask the class if there is something wrong if you have the feeling that it is not working.
- ❖ Hospitality is not the same as giving everyone their way.
- ❖ Hospitality is trying to reach everyone (classroom hours are experienced as very useful).
- ❖ Are we sometimes not going too deep? Don't we sometimes think too much/too far? There used to be less dropout because less attention was paid to everything.
- ❖ As a teacher you can also create a bond with the students by telling something about yourself, within your own defined boundaries.

   A method used in the project was the Bargna Card Game that is consider an exposure method. The goal is that within the safe confines of the game to evoke feelings that are experienced as when someone enters a strange environment and no longer understands it all so well. The method consists of dividing the teachers into groups. Each group is dealt a deck and plays the same game. The game is explained group by group and played for 10 minutes. After this, there is a change in the composition of the group. During the game, however, no speech is allowed, only non-verbal communication is allowed. The most important step was to reflect on their feeling using triggering questions such as: `What problems did you encounter during the game and how did you solve them?/ How did you feel about that?/ Did you work in good in group? How was your input? / Did you observe the others well
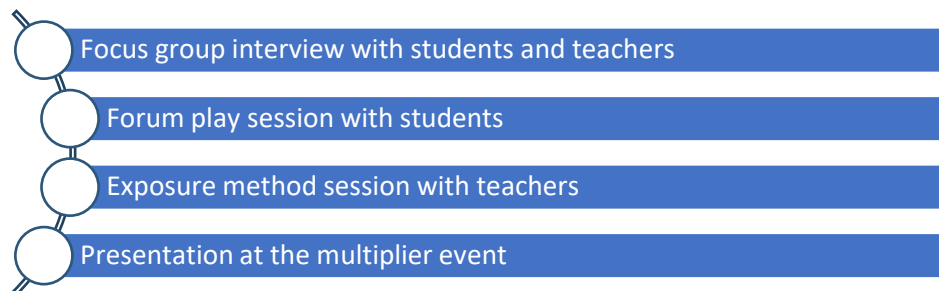
and what did you discover? / On what values did you pay attention to in this situation? In other words: What made it important to you / what made the difference for you?`

IO5

Case study 3: The inclusive-oriented environment. How to establish study-groups.

The aim of this case study is to capture the essence of study groups and what roles does it play in developing a more inclusive oriented school environment. During the roleplaying sessions we will try to pinpoint the mechanisms that occur in the forming of and working in study-groups. This experience will give them a first-hand experience in the mechanisms at play and thereby increase the possibilities for the educators to intervene in a more fruitful way.

The time line for the case study consists on the following steps:

- Focus group interview with students and teachers
- Forum play session with students
- Exposure method session with teachers
- Presentation at the multiplier event

The results showed us that shorter time in study group equals a better management of including unproductive members. Moreover, being in different study groups provides a better chance of getting to know and work with more people and therefore gain new knowledge of oneself. Other recommendations target the fact that teachers should challenge students to choose new people to work with and the fact that groups for exams should be student made by interest in subject, while groups for themes or study products can be student made or teacher made.

The case study also shows that students when forming groups act on preconceived ideas of each other that they make in the first year of the course. This leads to two things. One: It is hard for the students with a bad reputation to change it and second: The maintenance of study groups hospitable attitudes in the first year is important to prevent the preconceived ideas.

Case study 4: Shift in Arenas. How to start the Semester

In case Study 4 - Shift in areas. How to start the semester we interviewed students, before and after the test period, about what characterize the good semester start and what can be done to make you feel at home in a classroom.

The elements of innovation are the element of educators from different educations who will spar with each other on the focus points that are common e.g., the ability to make students feel at home and safe in the classroom and therefor will see known problems in a new setting, which will allow them to reflect on their own actions and stimulate and challenge the actions of the other.

- Focus group interview with students and teachers
- Classobservations at the nurse education and educator education
- Exposure method session with teachers i Holstebro and Aarhus
- Presentation and gametesting at the multiplier event
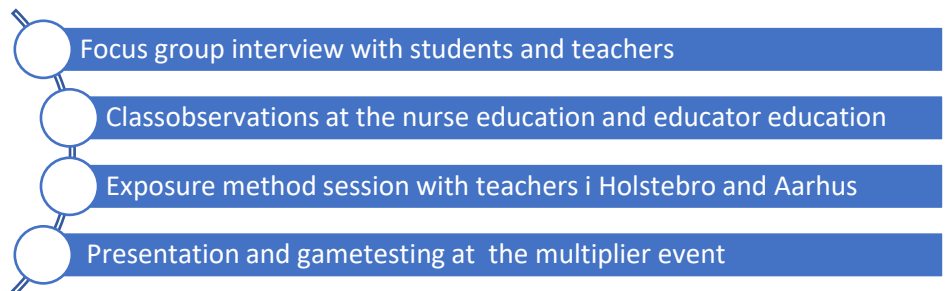
The impact we expect is an awareness in the educators that will make them better and more comfortable in the situation of meeting new people. The Transferability potential consists of using both the exposure methods in other settings e.g. other higher educations, secondary and high school, as at training tool for teachers and educators, but also the results of the exposure: the awareness risen about the feelings and defense mechanisms that might occur in the educator when meeting new people. The data collection process consists of classroom-observations, interviews with students and interviews with teachers in the start of the first semester. Case study 4 focuses on educators' ability to mentalize when welcoming new students at the start of the semester.

The aim of the case study is to invent/produce/generate an exposure method, which can make educators aware of and able to reflect on the feelings and defence mechanisms that might occur in the interaction between educators and new students. The case study is performed in cooperation between educators at the school of social education, and the school of nursing. In an iterative process, data is collected via observational studies and interviews, and analyzed over six months.

Case Study 5: Supporting the switch from one Arena to another. Welcoming ceremony in Holstebro as usual and as a test

In Holstebro it is common for some schoolchildren to switch from one school to another, because not all schools in Holstebro teach the higher grades. Normally the children change school between 6th and 7th grade and some not until they start 8th grade. This change of social arena occurs at a vulnerable age in the childs life and it is complicated by the fact that not all the children will be new in the class/arena - there will be some old children for whom the new children disrupt the social structure they know and some new children from different places who must be included in the new arena. The study focuses on the welcome procedures - how to make the new children feel welcome and create a positive and learning friendly social structure and environment in the class.

The case study tries to answer the following questions: How do educators / teachers ensure that everyone feels welcome? And how can educators / teachers transfer this knowledge to new teachers / educators to ensure equally high standards of hospitality from year to year with changing teachers in charge of the newly arrived students? Tvis school tested methods from Case study 1. The result of the actions will be an improvement of the students' experience of feeling welcome at school and for online teaching.

The best class in the world

We have researched what it means to be in the "Best Class in the World". All teachers associated with the students in the 8th grade are involved, but it is the students who have the main role in defining what it takes to have the world's best class in teaching, in leisure time and as a class community in leisure time. Our study shows that it is important that it is educators who facilitate this process.

The phone call "How are you right now"?

Case Study 5, like everything else in the world, was challenged when the Corona Pandemic back in 2020 made its entrance. The pandemic sent the class home for online tuition, which took place at Teams. Therefore, Case Study 5 has a focal point regarding social media, especially focused on exploring how to create a safe learning environment online from a teacher perspective, where students, while learning something, also feel seen as part of the community and safe in the new online teaching.

During the repatriation, the teachers observed that many of the students' behaviors changed. Students who before the repatriation were outgoing, empathetic and attentive to each other, active participants in the teaching, suddenly appeared embarrassed behind their screens at home in their rooms. Many acted as if they were afraid of being exhibited. The teachers used at lot of time to get the students to turn on their webcams because more and more of the students turned them off along the way. The students subsequently stated during the focus group interviews: "I sat all the time

looking at my own picture, and I became extremely insecure when I could see one of my classmates laughing on the screen, or sitting with their phone, because then I thought with that that they wrote a message about me, to each other, about something I had done or said "(Excerpt from interview 1, 2021).

The transferability potential we expect will be that other schools with class changes in the senior classes can benefit from the results of the study.

Representative Video showing how hospitable attitudes appear in the meeting with "the other as the other"

The video focuses on methods and approaches in order to make children to feel at Home and emphases on good practices that could make a difference and could be implemented in other school environments. The aim of the video is to showcase how during the **MEL project** different interactive methods were used to enhance hospitability with emphasis on cooperation between children and teachers and presenting ways of developing their creativity, through activities such as: drama, photo, film, sports, dancing, science, gardening and so on. The methods used will encourage students to work together, to answer adequate to different challenges and to express their emotions and ideas in non-formal activities.

Within the **MEL project** the notion of **hospitality means creating a place where they can feel easily as if it is their own place, that is why we struggle that, from the moment they step in our yard, we create a warm space for each of them.**

The objects that we make, the dancing and theatre show, are just means through which we guide each child to understand and accept the new emotions they face along with this new experience.
The film will focus on the things that we learnt during the MEL project in order of what do we have to do as teachers so that the children feel at Home.

The videos are available at: https://en.via.dk/global-partnerships/erasmusplus-projects/global-hospitality

Sharing our vision with different stakeholders

During this project we developed several multiplier events. The first event was at Durău, Romania, during 23-25 October 2020. The purpose of the conference was to present The Erasmus+ Project "The Mobile Ethical Laboratory" to the 60 Romanian teachers from all over our country. By carrying out this project we wanted to create a set of instruments which will serve as innovative ways of teaching. The main goals of these activities were to bring out and increase the importance of hospitality in our teachers' room, classrooms and school community and also to create an environment where everyone feels welcome. After the presentation, we took part in a workshop where teachers had the opportunity to participate, in groups of 25 members. During the workshop we discussed and put into practice methods of greeting everyone who enters the school: children, parents and visitors. Each of the teachers in our school gave examples of different and innovative ways of greeting and activities which can serve as means of creating a welcoming and harmonious community.

It was interesting to notice that *our teachers felt the need to describe the feelings and emotions they had by practicing these greeting methods and also the ways they overcame their own prejudices in this way.* Finally, 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 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. There are days in our lives when we have worries and problems at home, but even in those situations it is important to speak honestly and try to normalize talking about these issues with others. These situations help us understand that we are all human beings facing all sorts of challenges every day.***

Our workshop participants 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 will feel very vulnerable and fragile. Thus, being part of a harmonious environment, the children will get the aid they need to achieve emotional growth.

There was also an important aspect we discussed during the workshop, which is building a cohesive community of teachers, a welcoming teachers' room, where every teacher (beginner or experienced) feels confident to express their thoughts without the fear of being judged and also to make the mistakes, which will help them later develop in their professional career. The participants took some of the ideas presented in the workshop, which were adapted to the specific situations in their own schools. It is important to mention the fact that online teaching didn't discourage us because we are trying our best to create a friendly, welcoming and fun environment for our children and colleagues. We experienced a lot of new methods of greeting and warm ups and we tried to make them as relaxing as possible.

The participants began to understand that the change comes from within and the first thing we all need to make is being 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 teachers' 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 hardships of solving difficult situations on their own. This friendly atmosphere in the teachers' 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.

We believe that sharing these examples of good practice is not only beneficial for our project, but also for us because in this way, we can understand if our activities can be made possible or not in other schools. The experience we had at ArtEd brought together beautiful people who are preoccupied by their schools' environment growth. Some brilliant ideas came to light in this project, which made the teachers understand that they are the guiding light that is needed in their schools.

The second multiplier event took place in Durău, Iași on the 19 of March 2022. The aim of this meeting was on putting into practice the exposure methods developed during Case study 1, 2, 3 and 4.

During the workshops, around 80 teachers all across Romanian have gained insight on how they can use the developed tools in this project to reflect at their educational practices. The feedback received form the participants, on the second day of the multiplier event was an extremely positive one, suggesting all the activities were relevant for the participants in their everyday activities, but also for their continuous personal development. They agreed that the cards can be used both for working with teachers, but also adapted to working with kids.

The main aspect that the trainers of this workshop tried to emphasize was the fact that that those activities and the card developed in this project can be seen as an invitation to reflect upon emotions as teachers that prepare their classrooms to welcome pupils. Moreover, the cards reflect the school

realities that applies both in Romanian schools and Danish schools, so this input makes us believe that educational reality is similar across Europe. But not at least, a strong suggestion was made by the teachers participating in the multiplier event and it was related to the fact that it is extremely important to focus on parents as well, because school does not only have to be welcoming and hospitable for pupils, but for parents as well.
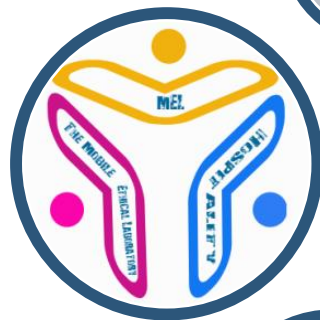

Recommendations

The world of education is changing. There is more focus on learning inter-personal skills, on being flexible and ready to deal with situations and problems. As the world changes, we need to adapt the way we promote and advocate for proper education for all and to make our schools friendlier and more hospitable for all pupils. Innovative ways to improve wellbeing and social inclusion are urgently required, as the growing demands on educators exceed capacity.

Through the MEL project we would like to raise awareness to the several aspects that we believe are crucial to **support personal growth among educators, where self-reflection and mentalizing will promote courage and robustness**. Firstly, educators must develop empathy, creativity, effective communication and active listening in order to establish a hospitable environment in the class. *A hospitable attitude will promote the students `feeling at home` which is the first step in creating a space for social inclusion and reducing the feeling of loneliness and alienation among the pupils.*

Secondly, *educators need to investigate their own role in teaching and we believe, that they/we need support to find new innovative methods, that implicates creativity and fantasy* and relate to, what we call exposure methods and models belonging to the field of art. Supporting educators to apply creative methods based on drama, role play and literature, will facilitate an awareness of the individual's own values, enables mentalization and personal growth and focus on the educator role.

feeling at home is connected to inclusion and that a hospitable atmosphere promotes wellbeing and learning

innovative methods contribute to diversity and integrated approaches and gives ownership of common values such as equality between the gengers, non-discrimination and social inclusion

MEL Project sustains that:

it is necessary for educators to find out how to prioritize and focus on the students ressources.

exposure methods promote mentalization, which bring awareness of the educators' own values about, what is good and what is not good teaching

innovative tools, exposure methods and a kind of instruction guideline for educators, can be a necessary and effective way to meet the European requirements for inclusion, equality and humanity

exposure methods developed and tested on educators can be transferred to educators of all areas of expertise

MEL PARTNERS

Case study 1/I03

Ferdinand I

The Inclusive-oriented Environment. How to Feel at Home

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 calmness, safety and comfort, 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, the classrooms, and the school community and also create an environment where everyone feels welcome.

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

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 know that they are in a place where they can make mistakes and try again, and 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

Everybody concluded 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 are able to 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 included into the 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 co-workers.

More importantly, all the teachers understood that the change comes from within, and the first thing we all need to do is to 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. 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, and where everyone feels appreciated and at home.

Case Study's 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 become a teacher. We believe that by having these skills developed, you can build a safe space in the 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, and you allow yourself to explore without fear of consequences, which facilitates the process of natural exploration, underlying 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 no. 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 school.

Describe How to Use the Tool

The game contains 24 cards with affirmations about how to build a hospitable environment in school. All the cards will be laid out on the floor. The players (2 to 24) will roll a dice and choose a card. They then read the affirmation on the card and argue whether or not they think it is important for "Building a House of Hospitality" in school. If they agree with the statement, they will arrange the cards into a house (the symbol for hospitality – how to feel at 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 no. 1: "The Road of Hospitality" – Practices and Reflections during One Week of Activity in School

The Purpose of the Game

Practicing and developing socio-emotional skills in order to become hospitable teachers (a suitable host for all the community members).

Every teacher 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 elaborating questions.
3. Write a letter to a colleague in which you explain how much you appreciate him/her.
4. Share with a colleague a rewarding experience or activity which made you feel proud throughout the day. Give as many details as you can about the experience/ 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 and what you feel and think at the end of the week.

Make up a list of your own personal challenges or repeat the above weekly challenges!

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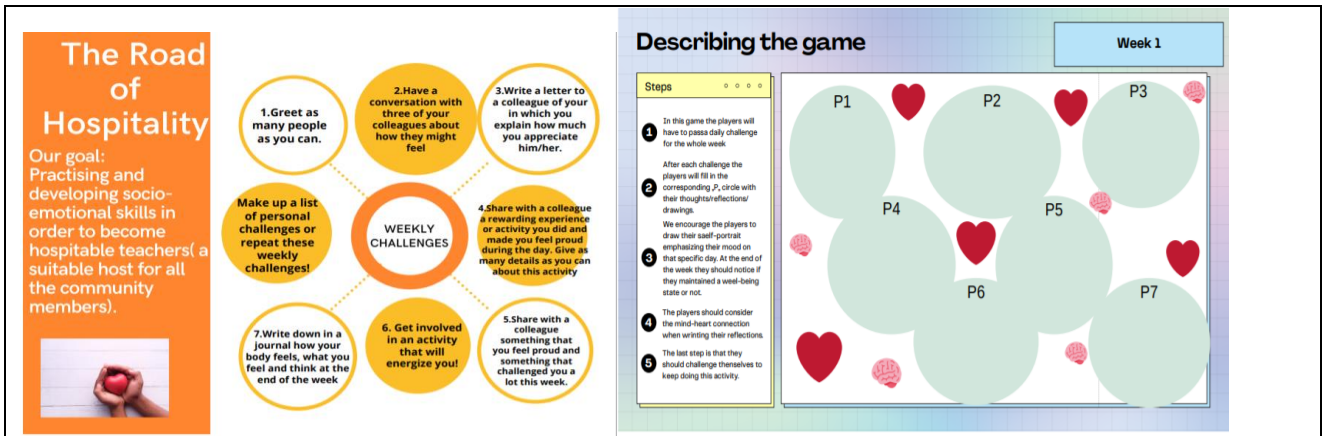e) The last step is that the players should challenge themselves to keep doing this activity.

Fig. 1   Fig. 2

Case study 2/I04

Rhizo Belgien

Intro Text

Case study no. 2 focuses on hospitality within the schools.
To what extent is the teacher aware of his or her influence on the well-being of the students?
How can a teacher be hospitable to the students?
How can you, in all diversity, make everyone feel welcome in school?
By developing this game, we want to make teachers aware of their own behavior, and we want to provide tools to deal with hospitality more consciously.
This case study is the result of a collaboration with a focus group consisting of six teachers from different RHIZO schools. These schools all have a different approach when it comes to a common vision, a different degree of education, and a large diversity of students.
The data were collected by performing several exposures with the focus group. The data imply information on three domains: communication, diversity, and hospitality. These three themes form the foundation of this hospitality tool.

Teachers sometimes found it difficult to be confronted with their own thinking, choices, and sometimes   shortcomings.
They quickly agreed on what the concept of "hospitality" means to them, but when we looked deeper individually, we noticed differences.
They sometimes found it difficult to describe a feeling with words. Sometimes they came to a decision that they knew was less "welcoming", and this got them thinking.
The importance of a safe climate was strongly emphasized in all the exposures.


Describe Educators' Reflections

Exposure 1: *(cf. SR 2: 4.1.4. Different elements of the relationship between a student and a teacher.)*
- You only make a first impression once, so it has to be good. Both the way in which students are received and the decoration of the building play a role here. What would be good is to hang photos or elements related to the training on the walls of the building so that you can immediately soak up the atmosphere.
- Lecturers with an open vision who want to take the time to listen to the students. This goes hand in hand with "warmth" and "support from warm concern". Many students already carry a heavy backpack and sometimes have a really difficult time. If you see that a student is having a hard time, take him or her out of the classroom and join the conversation. Also dare to admit your own shortcomings as a teacher/person, so the students more easily identify and open up with you. As a teacher,   you   must   also   be   able   to   be   yourself.
- An important thing here is also the phrase: "agree to disagree". There will always be situations when a discussion can get stuck or you do not have the same vision. This is okay if you can accept this from each other.
- Proactive circles could be trained with students on a regular basis. This is in order to detect bottlenecks or points of discussion at an early stage and to be able to discuss them.
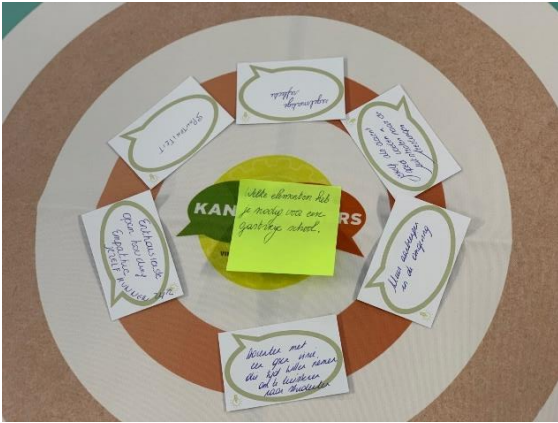
Exposure 2: *(cf. SR 2: 4.1.2. The (a)symmetric relationship + 4.1.3. A glimpse into the social brain as a way to understand hospitality and hospitable relationships + 4.2. Inclusive education + 4.3. The hospitable school.)*

- A guest places a lot of value on a friendly word and a good reception, i.e., the whole experience, and less on the theoretical/executive framework. An important side note here is that the profession makes a difference in expectations (doctor versus nurse).

- In situations when the teacher is pulled out of his/her comfort zone, he/she will react differently because he/she is not sure about the appropriate approach.

- As a teacher, it is harder to stay objective when you have a lot in common with a student (e.g., a hobby).

- As a teacher, it is more difficult to connect with students.

- Motivated students, or students who are willing to go for it, are preferred by the teachers.

Exposure 3: *(cf. SR2: 4.1.1 Laws of hospitality.)*

- It is hard to understand each other if the rules and the habits are not clear.
- There can be misunderstandings that will lead to problems if not determined in time.
- It is important to speak the same "language".
- As a teacher, you cannot assume that students understand you correctly when they are quiet.
- Non-verbal communication often tells more than words.

Case Study's Main Message

Hospitality should be "genuine". As a teacher, you must be able to be yourself, but you must not lose sight of a broader view of the world.

As a teacher, you will sometimes get into conflict situations with students or between students. It is very important that open communication remains central. Only in this way can you arrive at good solutions.

When you undergo exposures as a teacher, you are confronted with what students can feel. This will give you more insight into their sense of hospitality.

Knowledge is not all-encompassing; undergoing things can be very enriching for one's own knowledge.

By having our focus group undergo the exposures, we concluded that our hospitality tool would be a combination of three different exposures and a dialogue around propositions.

By allowing teachers to play this tool, we expect that their awareness of hospitality will increase, and that they will integrate it more into their classroom management.

The Tool and Its Purpose

The aim of the game is to provide teachers with tools through exposures to broaden their knowledge of hospitality.

Describe How to Use the Tool

The game consists of four parts and can be played in different ways.
Each color on the game board represents a theme.

Yellow = hospitality

Blue = diversity

Red = communication

Each part consists of an exposure and a number of statements. If desired, you can also only play with the statements (4 Statement Exposure Game_rules_statment cards.pdf) or only with the exposures.

Included

- General game rules + explanation game board.
- Game rules + reflection methods exposure 1 → hospitality exposure (yellow).
- Game rules + reflection methods exposure 2 → diversity exposure (blue).
- Game rules + reflection methods exposure 3 → communication exposure (red).

Case study 3/I05

VIA University Colleges Denmark

The Inclusive Environment – The Study Groups

Intro text

About 75% of the work students do at the "Pædagoguddannelsen" is conducted in study groups. Therefore, the making and continuing of the groups is important for the learning environment to be inclusive. And also, the problems in making and continuing these groups influences the students' work and their lives as a student. The case study investigates the possibilities for teachers to help and mediate and rescue the study groups when they run into trouble. The 'catch 22' in the situation is that the students are adults and are therefore expected to fend for themselves. But at the same time, they are also students in a vulnerable position; learning and developing, and therefore they do not have the excess energy to accept each other all the time and 'when the going gets tough'. The case study is working on the basis of focus group interviews with students and staff. Our method of discussions and investigations are based on "Forum Play" inspired by theater practitioner, drama theorist, and political activist, Augusto Boal. The case study shows that students act on preconceived ideas of each other that they make in the first year of the course. It leads to two things: 1) It is hard for the students with a bad reputation to change it, and 2) The maintenance of study groups in the first year is important to prevent the preconceived ideas.

Educators' Reflections on the tool

Educators who has used the tool says:

"We realized that certain patterns appears during group activities and can hinder activity."

"Each member of the team played the role very well putting in the light the mechanisms of self-defense and self-control."

"The game is very interesting, we felt exactly how the students may feel during the classes. We managed to understand way better their feelings."

Case Study's Main Message

There are three different types of general problems in the study groups: 1) My way or the highway – one student is very dominant in the group, and the other students feel run over. 2) Where are you? – a group member does not participate in the group work. 3) The invisible – one member of the group feels overlooked and ignored. The most important issue is to prevent the making of enmity where someone takes the role of the oppressed, and someone is deemed the oppressor. Thereby not said that the feeling of being wronged should not be recognized and acknowledged, but it is important to look behind the actions that lead to the feelings and thereby be able to change the actions and move

forward. When problems arise in a study group, and a teacher needs to be involved, it is important to hear all members of the group in the same physical meeting to cancel out the possibility of misinformation and misunderstanding.

The Tool and Its Purpose

The purpose of the game is to expose educators, to some of the mechanisms that are at play when the study group collaborate. Through conversations based on important subjects the educator will also have at specific focus on a specific behavior. The goal is to experience the behavior both in yourself and in your fellow colleges and thereafter explore the possible steps to improve collaboration having had the experience. The game is not intended to be dictating, scolding or directional. But the game should help exposing participants in a way that leads to mentalization that educators can use in the maintenance of study groups.

How to Use the Tool

The game is a conversation game where you in groups of four discuss a specific subject. There are three subjects: Care, learning, and outreach. Each player will have a certain focus in the conversation. There is a time limit to the phases of the game; therefore, a timer must be used.

How to Play

The cards are divided into four stacks according to the number of the cards and placed with the numbers showing. The players must not read each other's cards.

Select a color to begin the game. All members of the group take a card from their own stack, read the back side, and place the card on the table visible to the other players.

For all rounds, the same procedure is applied:

Subject: The subject to be discussed.

The Focus of the Conversation: On each card there is a focus to which you must act accordingly while you discuss the subject.

Discuss the Topic for 5 Minutes: You can start by taking turns so that all players state their initial thoughts on the subject.

After the 5 Minutes' Discussion, Each Player Has 1 Minute to Share with each other what he/she noticed in the group conversation.

Max. 10 Minutes' Conversation in the Group: If you encounter these mechanisms in a study group, how can you, as a teacher, help the study group to be better at collaborating, now that you have felt it yourself?

Case study 4/I09

VIA University Colleges Denmark

Shift in Arenas. How to start the Semester

Intro Text

Case study 4 focuses on educators' ability to mentalize in connection to their meeting with new students at the beginning of the semester. The aim of the case study is to innovate an exposure method, which can make educators aware of and able to reflect on the feelings and defense mechanisms that might occur in the interaction between educators and new students.

The case study is performed in cooperation between Anne Bjerg Wemmelund from the Danish Nursing Education and Heidi Tybjerg from the Social Educators' Education at VIA University College, Holstebro. Data are collected by observational studies in the classroom at the beginning of the semester as well as various interviews (face-to-face interviews with educators, focus group interviews with students, and focus group interviews with educators). Data are collected by Wemmelund and Tybjerg supplied with one observation at the beginning of the semester by Solveig Mogensen from the Municipality of Holstebro. Data collection from the Nursing Education is primarily performed by the educator from the Social Educators' Education and vice versa. Data are coded and categorized according to the following three points of interest: 1) Students' statements about a good start of the semester and what matters to them to feel at home, 2) Educators' statements about a good start of the semester and what matters to them to feel at home, 3) Educators' emotions and defense mechanisms. These three points constitute the foundation of a dialogue game which can initiate and facilitate that educators (from different educations) can spar with each other, reflect on their own actions and feelings, and stimulate and challenge the actions of the others.

Describe Educators' Reflections

The mentalization game has great potential. The collected data, which are used for the game's cases and questions, reaches out to a wide recipient group. We believe that the game is relevant for all types of education; e.g., employees in day care centers, primary and lower secondary schools, youth educations, and even teachers with various higher educations can benefit from playing the mentalization game. The interprofessional collaboration between educators from two different educations has been enormously rewarding. It has been insightful to observe teachers in other educations, which has led to new inspiration and new reflections. Based on the case study, each education has developed new welcome procedures. We have become aware of the fact that dialogue between students and teachers at the beginning of a new semester has a positive impact on the atmosphere in the classroom and the future learning environment. In the beginning of future semesters, we will seek dialogue with new students regarding who is the host and who is the guest.

Case Study's Main Message

1) Students' statements about a good start of the semester and what matters to them to feel at home: We found that the students find the beginning of the semester hard, anxiety-provoking, unsafe, awkward and special. Both the atmosphere in the room and the social relations mean a lot to their experience of feeling at home. The relationship with educators does not matter as much as the relationship between the students. Anyway, they feel more at home when their educators see, hear, and acknowledge them and when the educators *put themselves into play.*

2) Educators' statements about a good start of the semester and what matters to them to feel at home: We found that educators put themselves into play by showing personal sides of themselves in the meeting with the students. They think it is good to show that you are a human being by using yourself as an example, e.g., by leading a culture of error and emphasizing your own imperfection, by making fun of yourself, or by pointing out similarities between the students and yourself. But it is individual how and how much the educators are comfortable with when it comes to putting themselves into play.

3) Educators' emotions and defense mechanisms: We found that educators, in the beginning of the new semester, feel particularly "on", and they can feel doubt, vulnerability, loneliness, and insecurity both before and during the meeting with the students. It can be hard, transgressive, and requires courage. On the other hand, it can be exciting, fun, safe, and professionally challenging. At the same time, educators can feel like a host and like a guest in the classroom at the same time. The educator feels like a host when it comes to teaching, expressed in a need to appear professional, and he/she feels like a guest when it comes to the social relationship with the students, expressed in the way he/she needs to be physically present in the room; e.g., through handshakes, eye contact, and smiles.

These findings constitute the foundation of a series of question cards to be used during the dialogue game "Shift in Arenas. How to Start a Semester". The impact we expect, when playing this game, is an awareness of the educators rising above the feelings and defense mechanisms that might occur in the educator when starting a semester. This awareness will support the mentalization of educators, and thereby make them better and more comfortable in the situation of meeting new people. The intention is that the game is relevant as a mentalization tool in multiple educational settings.

The Tool and Its Purpose

The Background of the Game
The game was developed as part of the Erasmus+ project "Global Hospitality, Case Study 4: Shift in Arenas – How to Start a Semester". The project explores both sides of the concept *hospitality*, i.e., both receiving and being received. The word hospitality is derived from 'hospes', which means both host and guest, herein meaning that both sides are strangers to each other. The project is based on the assumption that both parties experience being strangers, and that this can create uncertainty, feelings, and defense mechanisms in addition to what one feels on normal working days. The

game's cases and questions are created on the basis of empirical evidence from Case Study 4. This means that each question begins with empirical findings.

The Purpose of the Game

The purpose of the game is, through conversations based on cases and questions, to expose educators to their own emotions, reactions and defense mechanisms in the meeting with new students. At the same time, you are also exposed to other teachers' approaches and reactions. Hence, teachers can share knowledge and experience on the reception of new students. The intention is that the exposure contributes to an awareness of how we, ourselves and/or others feel and act in the meeting with new students. Thus, the game is not intended to be dictating, scolding, or directional. But the game is meant to help expose participants in a way that leads to mentalization which educators can use in the reception of new students, e.g., at the beginning of the semester.

The purpose of the mentalization game is to promote conversation, reflection, knowledge sharing, and mentalization between educators. The game is not about winning or losing, but about everyone participating in common reflection.

Describe How to Use the Tool

Gather between two and four educators. Print the online version and find a way to time the game. The game can be played again, and preferably with different players. Evaluation shows that educators are particularly exposed if the participants do not work together daily, e.g., if you belong to different educational cultures, disciplines, or educational institutions. Consider whether you want to play with close colleagues or educators from other educations.

Case Study 5/I010

Holstebro kommune TVIS skole

Welcoming ceremony. Supporting the switch from one Arena to another

Intro Text

Case Study no. 5 focusses on examining changes in culture in the social arena when students are put in new constellations in 8th grade at Tvis School.

New class compositions and students' mutual roles and positions occur at a vulnerable time in young people's lives. Furthermore, the new class formations are likely to be more complicated as some students already know each other from previous classes, while others are new to each other. Each student brings with him/her cultural norms and habits of how to act together in a classroom. We decided to find out how this transition is experienced by the students. In addition, we have examined the teachers' perspectives by launching new exposure methods. The case study focuses, among other things, on the welcoming procedure. How can new and old students create a new mutual academic and social community?

Data were collected by participant observations at the beginning of a new school year in 8th class as well as qualitative focus group interviews later in the course. The participant observations were performed by Heidi Tybjerg, a teacher at the Social Educator Education at VIA University College. Tybjerg did not have a former affiliation with teachers or students at Tvis School, so prior to the observations, an observation guide was developed. The observer (Tybjerg) should have minimal degree of involvement, but the students were familiar with the purpose of Tybjerg's presence.

Qualitative focus group interviews were conducted with students from the class. Three students volunteered and completed according to current rules. Semi-structured interview guides were developed for "new students" and "old students". We wanted to highlight the following: 1) How did the students feel starting in a new class?, 2) What did they think of the first days?, and 3) What filled most of their consciousness?

To create a good class culture as a starting point for a new professional and social community, we have, in this template, chosen some of the analogue and digital activities, all based on observations and interviews. The activities are described in the toolbox below.

Main Message

Our focus on creating "The World's Best Class" is based on a social-psychological approach and refers to G. H. Mead's theory of the social genesis of the self as the theoretical starting point.

"The Morning Greeting/Hello"

We were inspired by the method from the Ferdinand School in Romania called "The Morning Greeting/Hello". The method is about creating a hospitable culture both at the school and in the individual classes.

However, the students in 8th grade did not find it appropriate according to their youth culture to hug their teachers and classmates every morning, and therefore it was agreed that everyone should say "Good morning" to each other when they entered the classroom, and that those present in the room had to respond with a "Hello" or a "Good morning". Everyone should feel welcome when they entered the room.

Nonverbal Communication

We also focused on the great importance of nonverbal communication. What can be said with gestures and facial expressions? In class, we discussed that the students could support one another by being aware of how their active or passive participation in the teaching had an impact on their classmates' experience of feeling safe and at home in the classroom.

Online Teaching

Case Study no. 5 was challenged when the Corona pandemic sent classes home for online teaching in 2020 and 2021. Our focus as teachers was now on exploring how to create safe online learning environments where students would both learn and feel at home. It was important for us that they maintained the feeling of being part of the class community.

Toolbox

"The Morning Greeting/Hello"

The students experienced the importance of feeling welcome in a classroom when we did an exercise sending a student outside the door. When the student re-entered the classroom, all the peers had to cheer and clap at the newcomer. "It felt really nice and good," the students said afterwards; "I felt happy." The opposite was also tested when students unexpectedly entered the room and were received by their peers who ignored their greeting and turned their backs on them. They just kept on talking to each other as if nothing had happened. They completely overlooked the newly arrived classmate. "It was not nice at all," the students said afterwards; "I was sad." After this exercise, it was a long-standing custom that the class cheered and clapped when a person entered the room.

Evaluation

The Danish theologian and philosopher Søren Aabye Kierkegaard wrote in one of his works that we are only 'someone' by virtue of others, the people we associate with. This was confirmed with this exercise.

The importance of meeting each other with an appreciative greeting or gesture when entering a new space or a new social context is indescribably important for one's self-perception.

Nonverbal Communication

To teach our students about the power of nonverbal communication, we did some exercises on showing facial expressions and gestures. Examples: Show with your body language that 1) I am happy

to see you, 2) I do not bother to listen to you, 3) I am tired, 4) I am bored, 5) I would like to hear what you have to say, 6) I decide for myself, 7) I like you.

Evaluation

With a reference to the above mentioned Søren Aabye Kierkegaard, this exercise also showed us that it is of great importance for the students' self-perception that they feel seen and heard by their peers in a positive way. We also found that students are rarely cognitively aware of how their nonverbal communication affects others, and therefore this is a necessary exercise to do in every classroom.

"In most educations, the focus is primarily on the verbal language. But body language means at least as much (…)." (Helle Winther, associate professor at the University of Copenhagen).

Online Teaching

To find out how the students were doing during quarantine, I sent a questionnaire to them which they had to answer in an online call from me.

Examples regarding their well-being: 1) How is your mood? Is it better or worse compared to when you are physically present at school? If it is worse; is there anything I or others can do for you? 2) Do you have contact with friends outside of school? 3) Do you go outside every day? Do you stay in shape? E.g., walking, running, weight training or anything else? 4) Do you do something special in your family to have fun during quarantine? If yes: Do you want to pass on good advice?

Examples regarding online teaching: 1) Do you feel welcome in the virtual teaching space (by teachers and classmates)? 2) Do you have your camera on during lessons? 3) Do you like to work alone or in groups in breakout rooms? – Please elaborate. 4) Do you get sufficient help from your teachers?

During the period with online teaching, it was very important that the students had their camera on so that they could see each other as in the physical classroom. To emphasize the importance of being visually present, I also always said "Good morning" or "Hello" to each student, who then had to have his/her camera on. In that way, I could spot if some students looked sad or were more passive than at school. If I was worried about them, I would call them to hear how they were doing. This call could be during the same lesson when the class was working or in the following lesson.

Evaluation

Both the questionnaire and especially the phone calls were – according to the students themselves – of great importance. They felt seen as individuals, and they maintained a feeling of connection to the school and the class, which also is in line with Søren Kierkegaard's thinking on self-perception.

Want to know more: Free tool download

Scan the QR code:

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