

INTERNATIONAL PROJECT: SCHOOL WELL-BEING

ORGANIZED BY



THE LABORATORY OF SCHOOL
PSYCHOLOGY, NATIONAL AND
KAPODISTRIAN UNIVERSITY OF ATHENS,



THE ISPA SCHOOL PSYCHOLOGY
TRAINERS TASK FORCE AND THE ISPA
STUDENT ORGANIZING COMMITTEE



SCIENTIFIC DIRECTOR: DR. CHRYSE (SISSY) HATZICHRISTOU

Be creative and participate

in ISPA's international online exhibition

Feeling CARED in school: A Journey Around the World

“Feeling CARED in School”

Connected

Accepted

Respected

Empowered

Discovering our strengths

What is it in our class/school that makes us feel CARED for?

- **Be Creative and Collaborate** with your classmates to develop an original poster featuring what makes your school place of care for you.
- Represent your class/school and your country at ISPA's international online exhibition.
- **Inspire** other school communities internationally about how students can feel cared for and supported in their school.



International Project:

“Feeling CARED in School: A Journey Around the World”

Topic: Feeling CARED in School

Invited Participants

Feeling CARED in School is an international school project organized by the Laboratory of School Psychology at the National and Kapodistrian University of Athens, the ISPA School Psychology Trainers Task Force, and the ISPA Student Organizing Committee that encourages students attending elementary and secondary schools in countries around the world to demonstrate how their school can function as a place of care for them.

Goal

The school as a system encompasses elements that can facilitate its members' adjustment and development; it has a protective role; and it provides opportunities for students to grow, develop skills, and psychologically strengthen even during challenging times.

The main goal of this international initiative is two-fold:

- ✓ Highlight the role of class/school as a place that promotes and fosters children's resilience especially during trying and exceptional times.
- ✓ Inspires other school communities internationally to demonstrate how students can feel cared for in their school communities.

Deliverable/Output

Participating students will be asked to create a poster to represent their class or school which will be part of the international online exhibition “Feeling CARED in School: A Journey Around the World”.

Procedural Steps

Step 1. Class Discussion

- Teachers/Educators will organize a class discussion regarding the ways the school environment is perceived by students as a place that offers support, strengthen them, motivates them to learn, builds their relationships with others, highlights their strengths, provides them with opportunities, respects diversity, can function as a safe place, and fosters acceptance by taking into account the diverse needs of students.
- The conversation is facilitated by the following guiding questions that relate to the project's acronym, CARED, and the discussion topics per question.

Connected - How are we connected to our class/school?

- First, let's consider, what does it mean to be connected to your class/school (How do we feel close to and supported by our friends and teachers)?
- Why is it important to be connected in class/school?
- What are some ways that we communicate/work together as a team that can make us feel connected? Can we think of times, moments, situations, in our class/school that we felt connected to?
- What is it that we all have in common that makes us feel connected (e.g., goals, needs)?

Accepted What is it in our class/school that makes us feel safe and fosters And respect and acceptance by accounting for our diverse needs?

Respected

As a team/class, we may have many things in common that make us feel connected; nonetheless, each of us is unique with unique needs and strengths. Let's consider how we can feel connected at school and, at the same time, feel respected regarding our own unique needs and those of our classmates.

- What do acceptance and respect in class/at school mean to you? Think of how respect can manifest in the classroom/school environment (e.g., accept someone for who they are, even when they are different from us or we don't agree with them).
- How can we demonstrate acceptance and respect by the way we behave in our school-based relationships (among peers and between adults and peers)?

Empowered –What are our strengths as a class/school?

Next, let's consider what are our strengths as a class/school?

- What are the strengths we have that we can especially develop more through cooperation, coexistence, acceptance, and respect in the class/at school? (e.g., cooperation, patience, empathy, politeness)

Discovering our strengths – How does the class/school contribute to identifying and developing our strengths?

It is important to remind ourselves that each of us has needs but also strengths.

- Initially, let's think: Why is it important to identify our strengths?
- How our class/school can offer opportunities that boost our self-confidence and the feeling of "I can do this" while at the same time allows us to grow in our relationships with others.

(It is possible to use ideas and examples that pertain to class, the relationship with the educators, peers, school activities, and extra curriculars, such as field trips, projects).

It is recommended that for each of the questions above the content of the discussion includes ideas, beliefs, perceptions, and experiences of students through a comprehensive approach of the broader school environment and by including the interaction of its members.

During this discussion, the educators keep notes of student responses that have to be translated into English in order to be documented in the following handout and submitted with the generated project poster (see Steps 2 and 3 for poster creation and submission).

Handout

“Feeling CARED in School: A Journey Around the World”

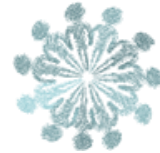
School/class: American International School of Cyprus/ Class 4B

Teacher: Charis Charalambous, Elementary Counselor

School psychologist:

City/Country: Nicosia, Cyprus

Feeling ... In my class/school...



Connected - How are we connected to our class/school?

Our friends are kind to us, they motivate us, they help us when we need help, help us when we have a hard time emotionally or during tests, they help when we are upset, we can relate to each other, they accept our mistakes, they accept our opinions, they want us to have a good life. Our teachers guide us, they teach us ways to have fun, to be safe. Examples: when we have teamwork/team-building activities during the Social-Emotional & Character Development lesson, when we have cool science experiments, composition project in music class.

Accepted



What is it in our class/school that makes us feel safe and fosters

Respected

respect and acceptance by accounting for our different needs?



We wear masks to feel safe, we maintain physical distance. We become smarter through different teaching methods. Everyone is kind and welcoming. We accept each other's differences. The teachers are willing to help us.

Empowered – What are our strengths as a class/school?

Teamwork – we play games during recess without fighting. We learn how to collaborate. We forgive each other. We develop friendships. We agree. We are curious learners. We understand and accept each other. Leadership. We accept other people's opinion. You can ask for help when you are struggling with something. We practice good sportsmanship.



Discovering our strengths – How does the class/school contribute to identifying and developing our strengths?

Our teachers observe what we do and help us, they teach us ways to have healthy fun. We enjoy the time we have in the school. Our teachers teach us how to collaborate, they help us develop new talents (e.g how to play musical instruments)



Step 2. Create a Poster

- The students create a poster that summarizes the content of the class discussions.
- Entries will be at the group level, and they will pertain to student groups from the same class. Each participating school can submit 2 posters with corresponding documents for different groups/classes that want to participate.
- The poster can include a combination of student writings, poems, quotes, photos, drawings, paintings, collages, graffiti art, and so forth. Image editing software can be used in poster design.
- Posters should be original creations.
- Poster specifications and dimensions: 35x60cm with vertical orientation; the poster need to include the title, unit/class, school, place, and country.



Step 3. Applications

If you are interested in participating in this project, you will need to submit an online application. Each school can submit its application by clicking on the following link:



<https://forms.gle/8uq5Mk2mCCNs37TLA>

Applications to participate in the international online exhibition will be accepted until **March 10, 2022**

Step 4. Project Submission

The submission of the original class/school project will take place from March **15th to April 10th, 2022.**

Image file specifications

Image width: min. 800 - max. 4096

Image height: min. 800 – max. 4096

Image resolution: min. 4MP

File size: 5 MB limit



Step 5. International Digital Showcase

The online international exhibition, “Feeling CARED in School: A Journey Around the World” will take place from **May to July 2022**.

Contact Information

Persons in charge: Danai Athanasiou, PhD Candidate
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