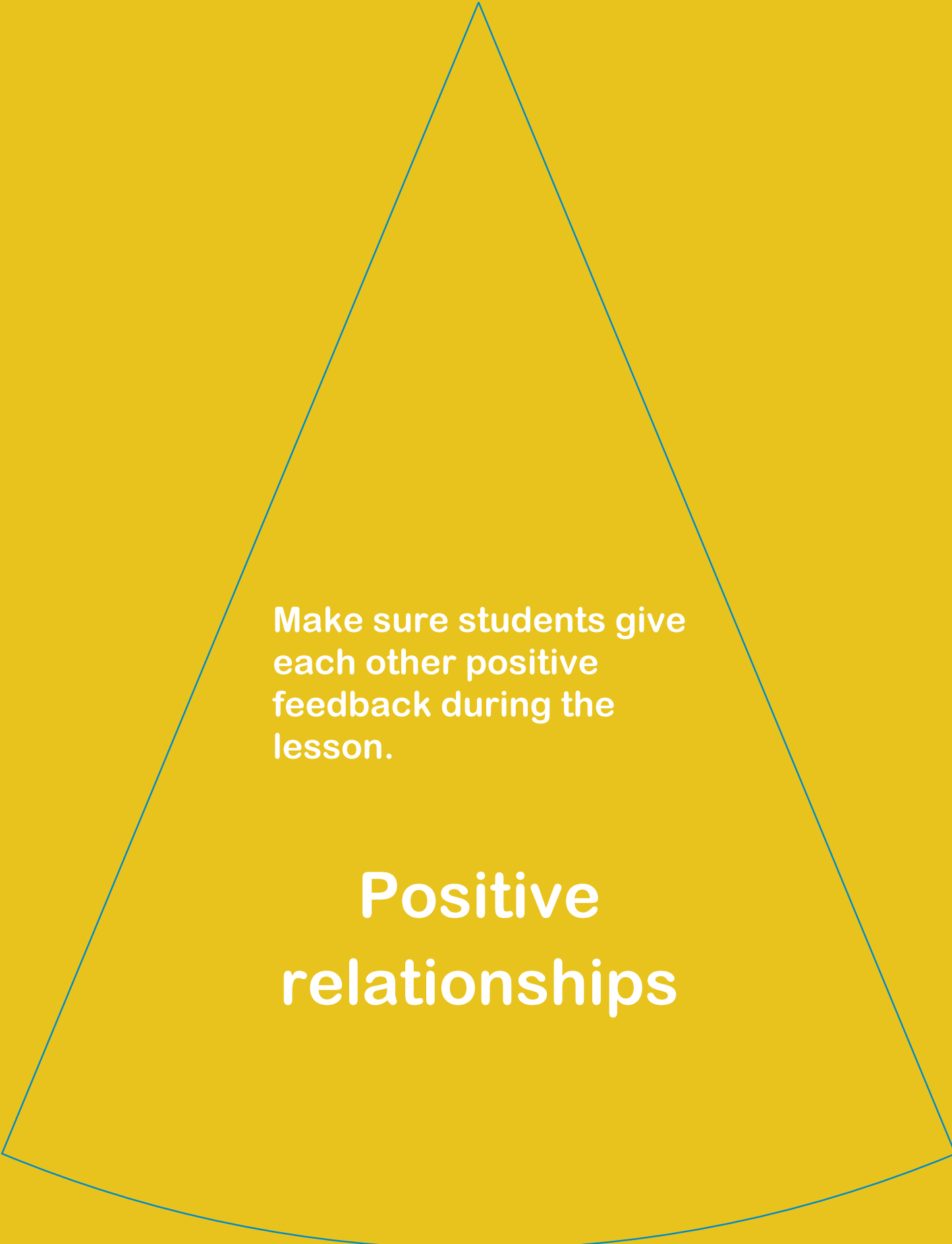


Ask questions about the  
life and thoughts of  
students, and especially  
to those who are further  
away from you.

**Positive  
relationships**




Make sure students give  
each other positive  
feedback during the  
lesson.

**Positive  
relationships**




Choose work forms  
that promote  
involvement and  
collaboration.

**Cooperation**



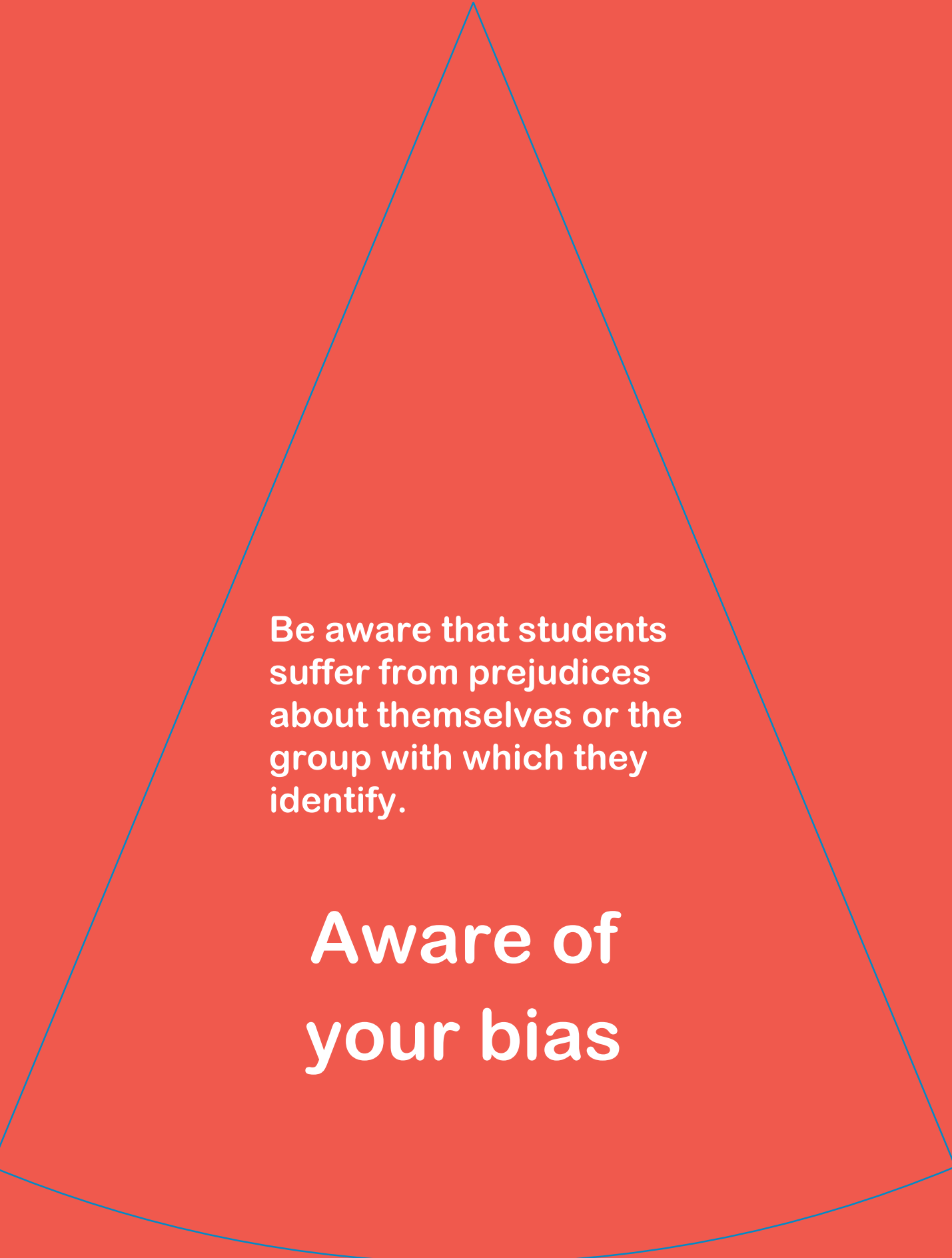
Pay attention to  
nonverbal cues from  
the students.

**Cooperation**



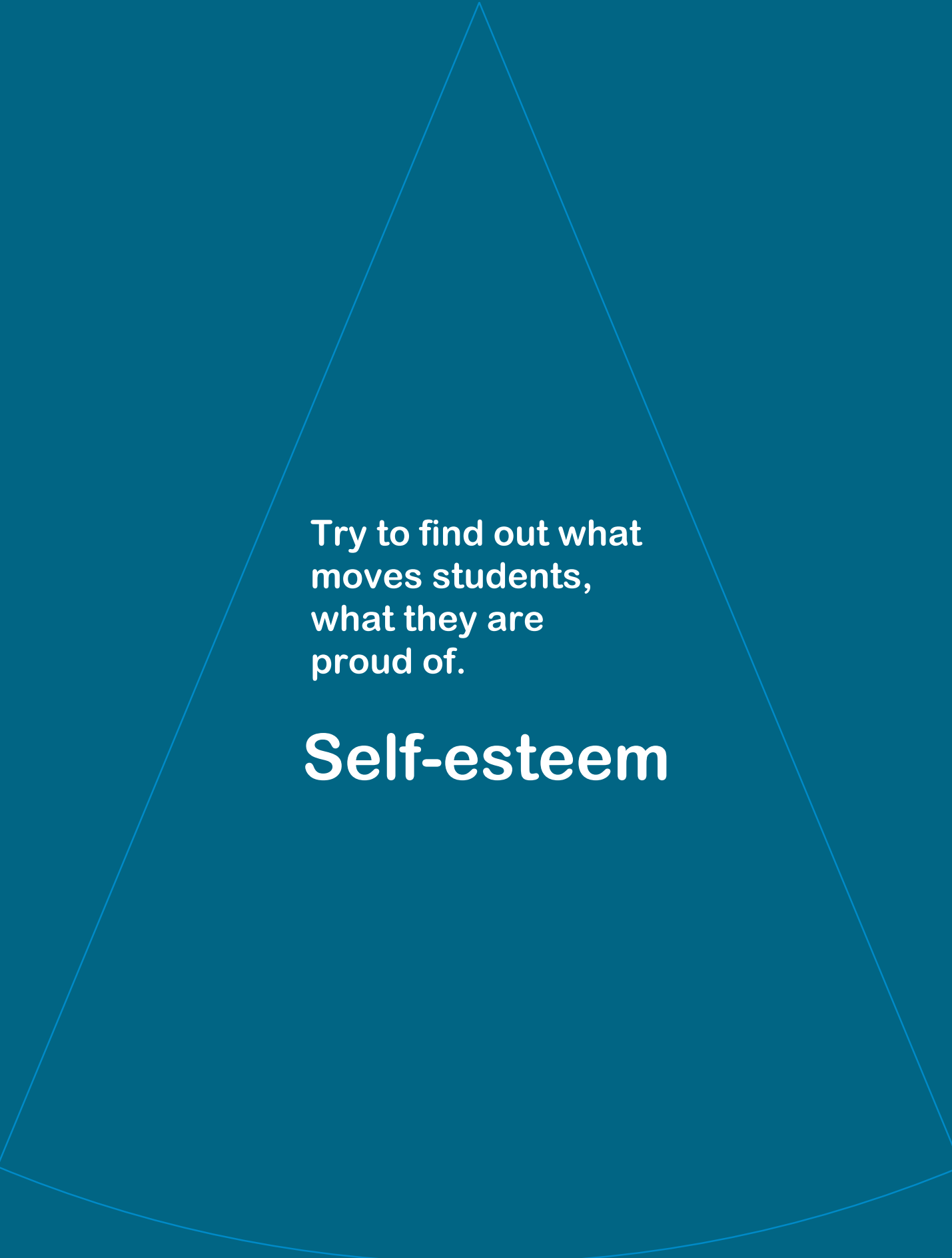
Be aware of your own  
frame of reference and  
prejudice by asking  
questions to understand  
the other.

**Aware of  
your bias**



Be aware that students  
suffer from prejudices  
about themselves or the  
group with which they  
identify.

**Aware of  
your bias**




Try to find out what  
moves students,  
what they are  
proud of.

**Self-esteem**



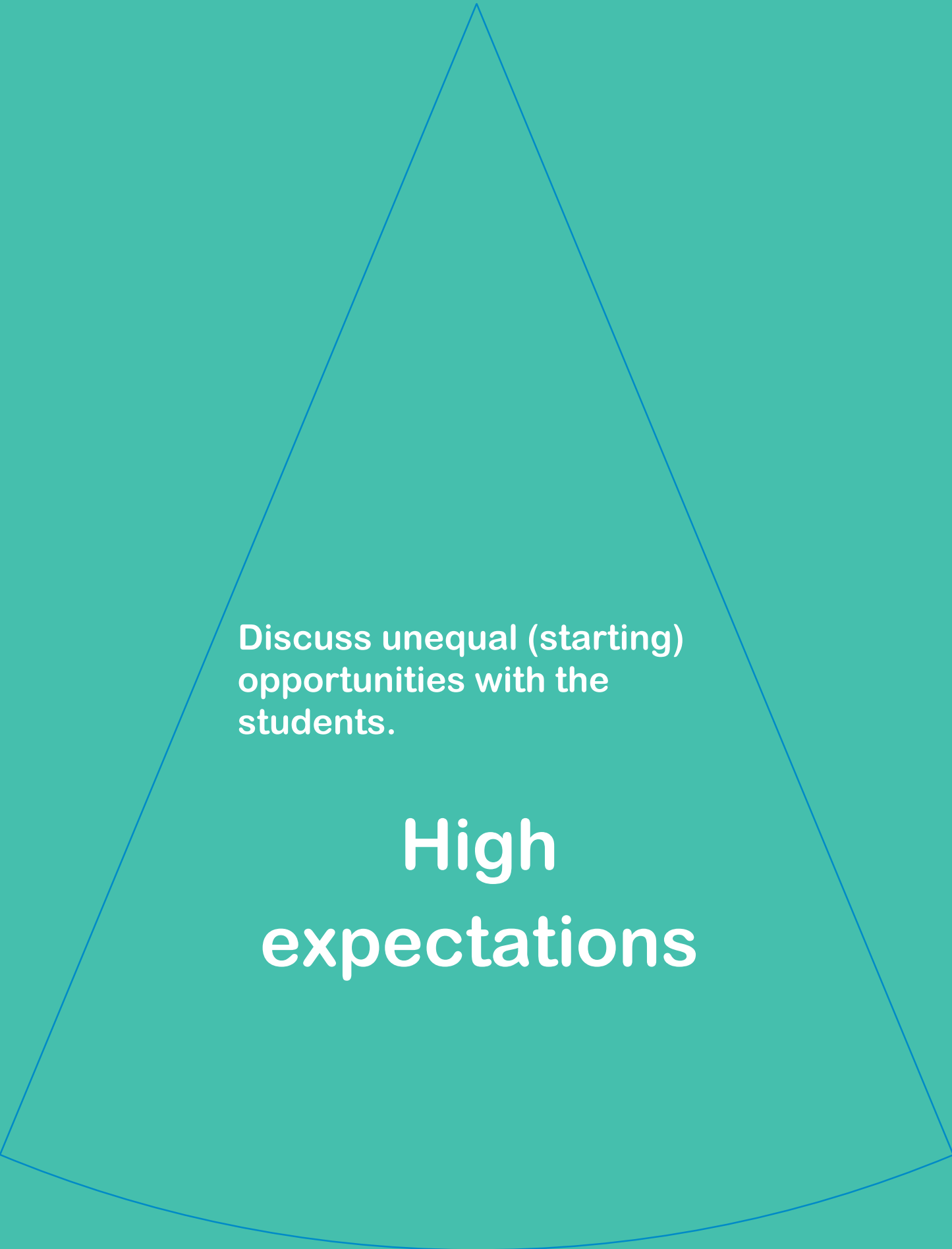
Provide positive  
feedback on student  
contributions.

**Self-esteem**



Challenge all students  
to actively participate  
by using active  
methods.

**High  
expectations**



Discuss unequal (starting)  
opportunities with the  
students.

**High  
expectations**



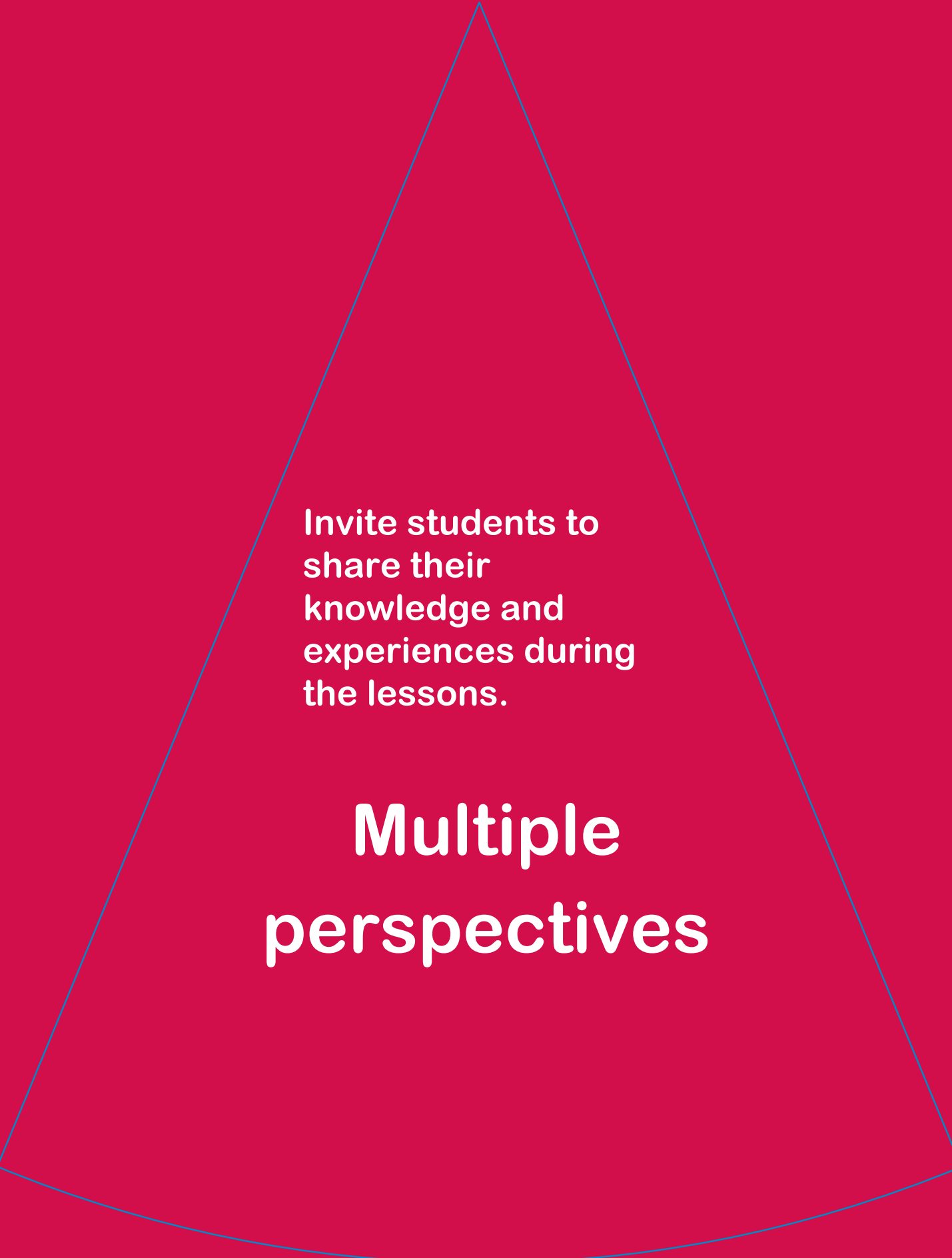
Be open to student feedback.

**Reflective  
professional**



Always try to be aware of the  
diversity in the group.

**Reflective  
professional**



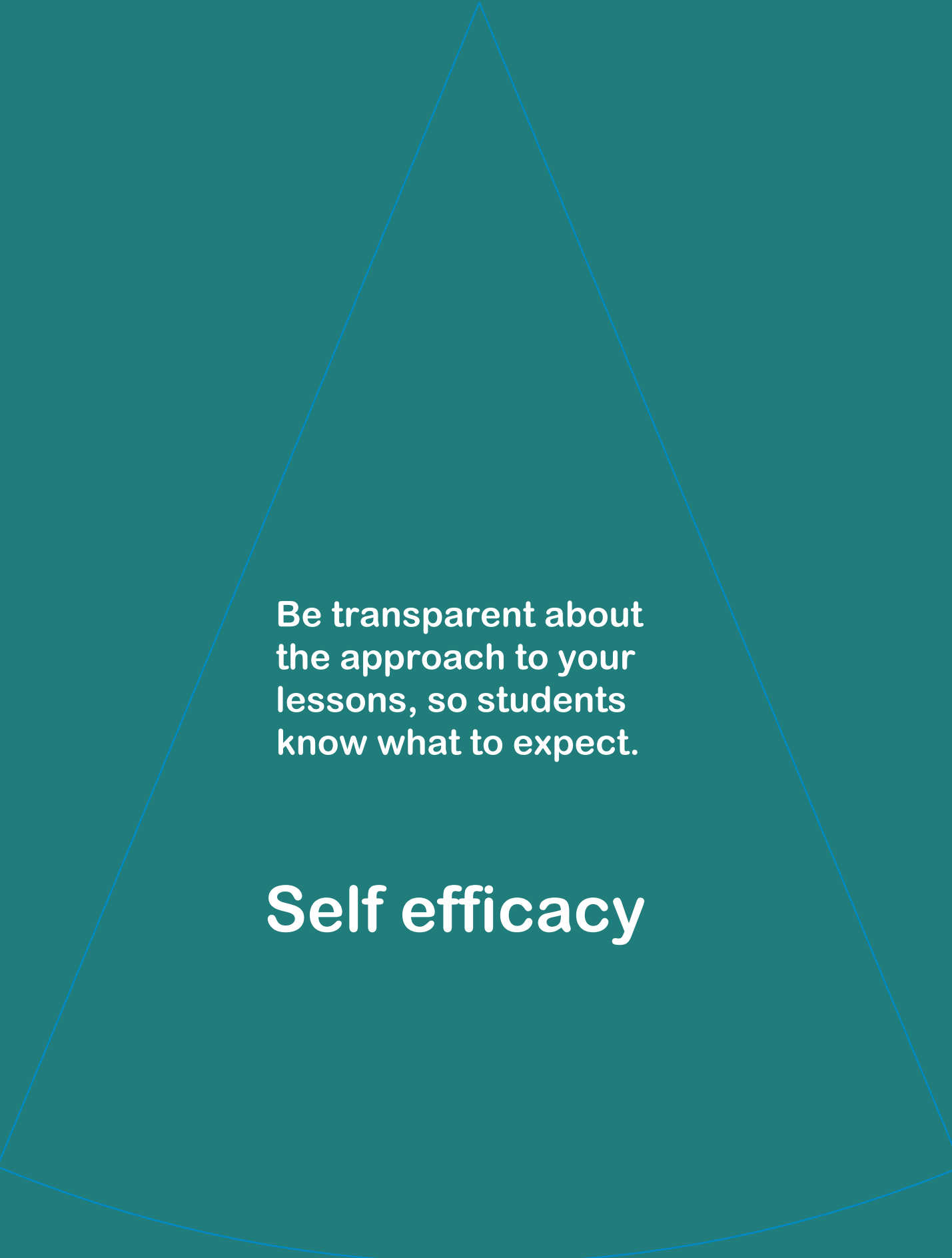
Invite students to  
share their  
knowledge and  
experiences during  
the lessons.

**Multiple  
perspectives**




Dare to discuss  
difficult topics and ask  
for different opinions  
and perspectives.

**Multiple  
perspectives**



Be transparent about  
the approach to your  
lessons, so students  
know what to expect.

**Self efficacy**



Make use of  
various teaching  
methods,  
challenging the  
student to come to  
the lesson  
prepared.

**Self efficacy**