



# Respect Zone



ENTHUSIASTIC AND ACTIVE  
CLASS



Adaptive learning workbook  
for primary education



contributing to

**Social safety**

at school

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# Introduction

A safe school is on everyone's priority list. We need to work towards social behavior, anti-bullying plans and create realistic safety policies! But our school isn't actually dangerous, is it? What kind of threatening situations do you mean? What kind of 'safety' are you actually talking about?

In a school situation, we are not talking about 'locking the doors and wearing a helmet'. We're talking about a safe learning environment. In essence: creating a place where everyone feels comfortable, can be themselves and dares to achieve. Only then can the learning start.

The Respect Education Foundation has made a series of workbooks titled Respect Zone – contributing to a safe school, to enable you to tackle this theme in the classroom.

'Adaptive education' and collaborative learning are at the heart of this book. Set-up as a practical roadmap, it can be used immediately in your daily lessons. It offers practical tips to teach students to 'learn better' in, and because of, a safe social environment.

## Basic needs for learning

First of all, it is important to know that every student has three basic needs: **relationships**, **competence** and **autonomy**.

By 'relationships' we mean that students feel accepted, that they belong and are safe. Every child needs at least one friend in the class, and should have personal contact with the teacher at least once a day.

By 'competence' we mean that students experience success with learning tasks and discover that they can achieve increasingly more.

By 'autonomy' we mean that students can work independently and can (partly) guide their own learning behavior.

If one of these basic needs is missing or disrupted, the student can start to display problematic or non-learning centered behavior: demanding a lot of attention, disrupting the lesson or even becoming introvert and demotivated. If there are tension or behavioral problems evident in a student then you can probably assume that something is wrong with at least one of the three basic needs.

**1. Autonomy:**  
**Feeling independent: "without help I can..."**

**2. Competence:**  
**Knowing what you are capable of: "I am good at..."**

**3. Relationship:**  
**Feeling accepted: "I am appreciated by..."**

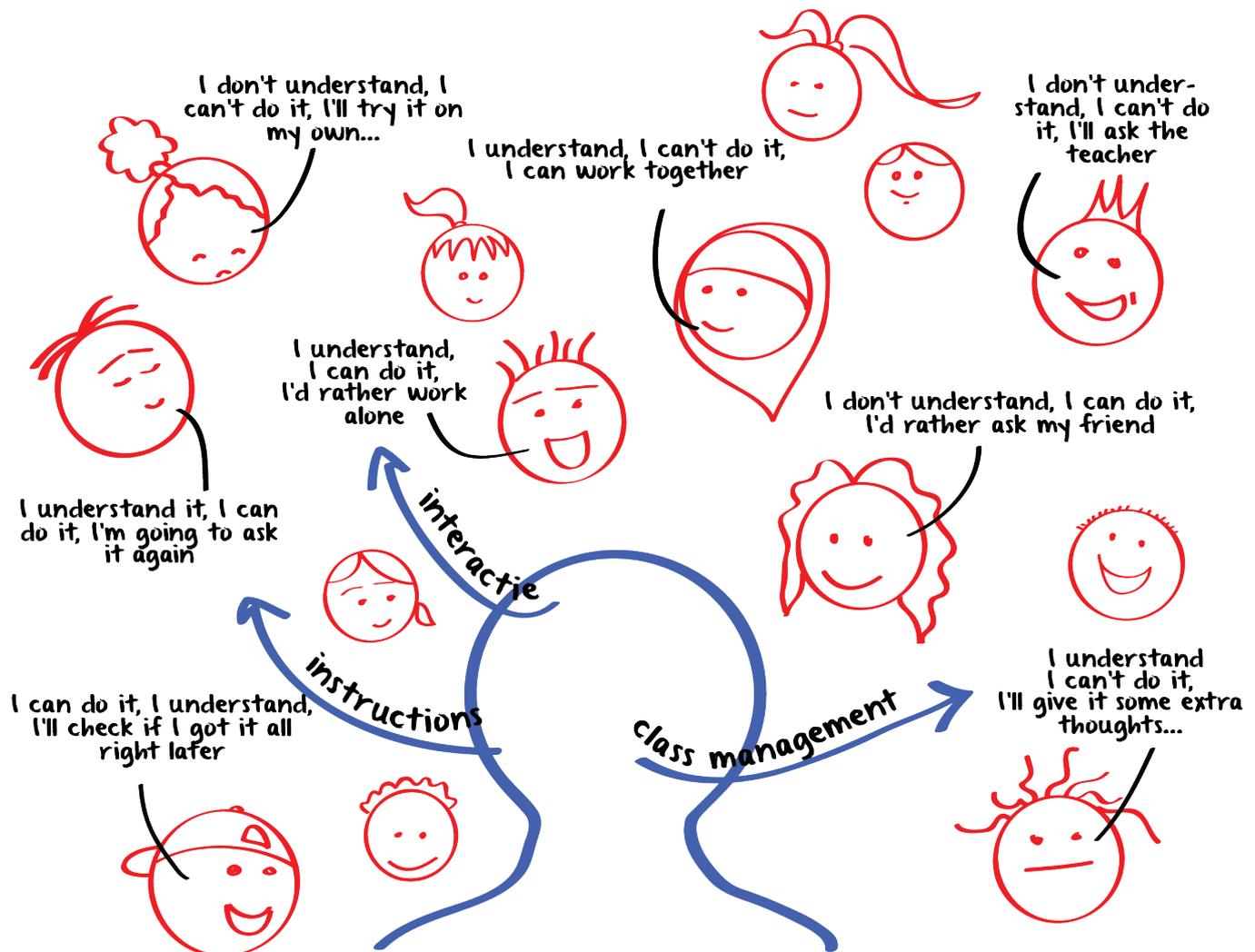
# Teacher- Superman

In your role as teacher you need to have multiple capabilities. When dealing with the class, your tasks can be divided into three sorts of activities: giving **instructions**, **interaction** with the class and **class management**. If you keep an eye on your students' three basic needs when carrying out these three types of activities, you will notice that you will become more quickly aware of the causes and any possible disruptions. Enabling you to intervene or steer them in the right direction earlier.



In the initial weeks you will notice that even you are 'guilty' of 'disruption' now and again; 'behave for once' or "how can you still not understand, I've already explained it ten times!" is easy to let slip. For those students with enough self-confidence, it's not a real problem, but for the vulnerable student who really doesn't understand after the tenth explanation, this can be disastrous.

Your class is a unique cocktail of individuals, each with a different set of brains. However hard you try, you can't be perfect in thirty different ways. You'd need ten class assistants! Although they're actually closer than you'd think. If you use your students' talents smartly, you'll have a well-running, active class in no time, whilst also tackling the social structure of the class.



# Respect education

Respect Education is an attractive and interactive way of teaching, valid for every subject. In particular, the social-emotional skills of students are addressed and developed further. This leads to a positive climate in the classroom and better learning outcomes. Together we create a 'Respect Zone': an environment where every student feels accepted and at home. After all, you learn more effectively in familiar surroundings.

Under the name **Respect Zone**, the Respect Education Foundation annually develops lesson material for primary education. These lessons are based on educational themes and topics that can be incorporated into your daily lessons in a practical, fun and professional manner.

## RESPECT EDUCATION FOUNDATION

The Respect Education Foundation (REF) is an independent foundation, founded in 2006 in response to society's increasing intolerance and discrimination.

REF invests in education where learning to deal with yourself, with others and with your environment is just as important as languages, biology, or mathematics. REF develops education programs and organizes activities that support (future) teachers and students in realizing a safe climate at school. We do this under the heading of 'Respect Education'. The foundations of Respect Education are built upon the educational concepts of multiple intelligence, collaborative learning, adaptive education, group dynamics and conflict management.

All the materials are free to download on our website [respectededucation.me](http://respectededucation.me). Pass it on to your colleagues, and copy to your heart's content, but please always mention where you obtained the material ;)

For feedback and questions, please get in touch by sending an email to [info@respectededucation.me](mailto:info@respectededucation.me)

Have fun and good luck!

**Respect Education Foundation**

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# Part 1: Instructions

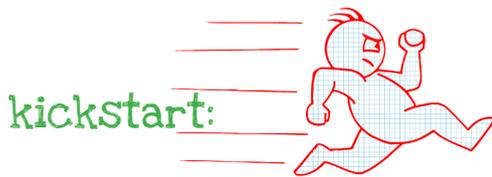
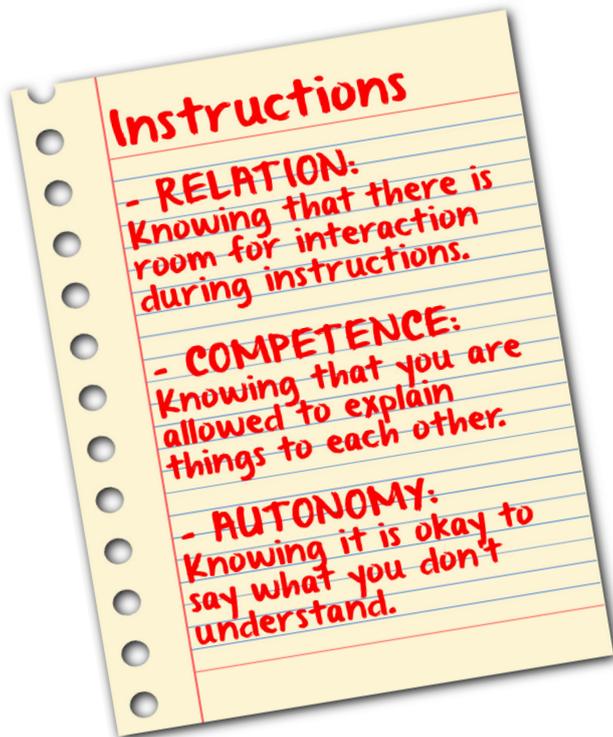
As a teacher, you give instructions throughout the day. The way you give the instructions is – without you even being aware of the fact – often linked to your own preferences; you talk in front of the class, use hand-outs with pictures, read the students a piece of text, etc.

I still don't get it..

Yet still, you'll see plenty of fingers shooting into the air after your explanation. This isn't due to the content of your explanation, but the way in which you explain. Maybe time to try a different approach...?

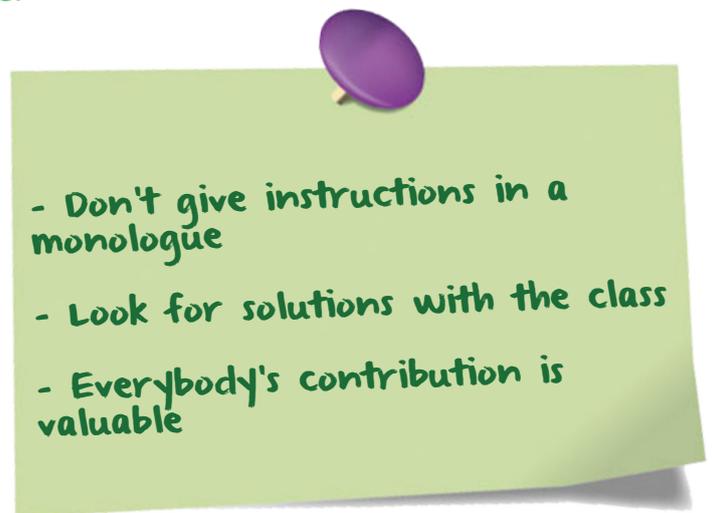
You can also make use of the students who understood the instructions immediately.

**Instruction pitfall:** Repeating yourself over and over



## Who can get started?

Did you know that an average of only 15% of your students understand things by listening? If there's also something to look at or listen to, this percentage increases to 35%. No surprise then that there are students in the class that don't fully understand what they have to do after a classical explanation!



## Explanation

**Assignment:** Giving instruction classically to the whole class, ask: "who can get started, who knows what they have to do?"\* Ask the students that understand to explain to the others that do not yet understand (in the workgroup, for example). Walk around and check that it is going well. Observe who is good at explaining.

After seven minutes: "Can everybody get started now?"  
If in doubt, give them the option to work in pairs.

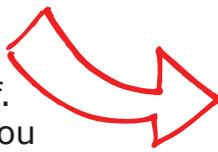
**Tip:** Repeat this regularly after giving an explanation to the whole class!

\* Are there less than five students who understand after receiving the instructions classically? Then you need to explain it again, and maybe think up another way of explaining.

# Give complete instructions

To be sure of clear instructions, you can make use of the following schedule.

For every set of instructions you give, make an overview for yourself. If you use this as a checklist then you can be sure that you have been clear enough. Enabling the class to get to work quickly and efficiently.



## EXAMPLE:

### What:

Teacher: "Complete questions 4 to 10 in the Language workbook."

### How:

Teacher: "Write the answers in your exercise book. You are allowed to use the dictionary."

### Help:

Teacher: "No questions or hands in the air. I will walk around for any questions. You may also ask your classmates for help if you get stuck. But keep your voices down. If you really don't know the answer, then move on to the next one."

## Schedule: Complete instructions

### What

What do you need to do?

### How

How should you approach it?

### Help

How/where can you get help?

### Time

How much time do you get?

### result

What do we do with the result?

### done?

What are you going to do then?



### Time:

Teacher: "We will work on this until break time: until half past eleven. So you have thirty minutes."

### Result:

Teacher: "You're finished when all the questions are completed. If you have skipped something, then try to answer the question again at the end. If you still can't answer it, then leave the question blank."

### Finished?:

Teacher: "If you have finished early, read your reading book until the break."



# Tell & Show 'S moment

"I'm going to talk about horses", "I'm going to talk about football..." or "oooooh...mum, can you help me, I've got to do my talk on Monday". Let's do this a bit differently this year! Let's tell each other what we're really interested in and what we really know something about! This year we'll do '...'s moment'

## Competence

### INTRODUCTION BY THE TEACHER:

Tell the students what you are really passionate about. This can be something that you have been doing as a hobby for years, or something that you enthusiastically began just last week. Bring props, show photos or pictures.

### MAKE IT A PERSONAL MOMENT.

1

Being vegetarian, playing marbles, or your aunt's new baby what's on your mind?

### TO THE WHOLE CLASS:

Explain that we will not be doing 'show & tell' this year, but instead that everyone will get a personal moment in the class to talk about something special to them. Everybody will get a turn, and it can be about anything you want! Agree dates\* with the students and make a schedule. (They can do it in pairs if it makes sense to do so, but don't encourage it!).

\* The 'moment' can best be held on a Thursday or Friday. This will allow time for preparation.

2

### ONE ON ONE

**Coaching session 1:** Find a quiet time to sit down with the student whose turn it is. Stay inside together during a break, for example, or plan a moment whilst the class is working independently. Talk about his/her passion. This is a coaching session in which you both look for a topic together.

Make a mind map together exploring the passion. Think up a strategy together: how are you going to tell people about your passion? Do you need props? Do you want to show something or demonstrate something?

**Coaching session 2:** The student has thought about it for a few days and worked on his moment. In the second session you check how things are going.

Then it is time for: '...'s moment'

Voobeeldplanning

Coaching session(s)

3



# Checking

Checking all of the students' work is a lot of work for a teacher. Hence the search for any solutions that allow the student to independently check their work. But answer books and answer apps...is that such a wise choice?

The advantages of checking your own work are: it is efficient, stimulates independence and responsibility, and everyone can work at his own tempo. But there are also a few important drawbacks: students look at the answers too quickly and only finish half of the questions, they do not understand why they have made a mistake and do not get any appreciation, (no ticks and crosses from the teacher). The working method Have a quick look offers both the advantages, and a solution for the drawbacks.

## Have a quick look

*You can organize the checking so that it happens as a matter of course. If students are able to work independently, then they are also able to check the results together.*

**Assignment:** The students that have finished a series of questions (the pages from the workbook, for example, or a row of sums) look for a partner who has also finished. It may be a bit chaotic the first few times, but as soon as the students are used to doing it, it can be achieved without noise - eye-contact is sufficient.

### In pairs:

They compare answers together. What is the same, and what is different? They discuss the results and explain to each other how they arrived at certain answers. They also talk about any questions or things that are not clear.

### In foursomes:

The pair join up with another pair. In foursomes they again discuss the answers, including once again the questions they have and the things that are not yet clear.

### With the whole class:

Finish the work session with the whole class. Ask every group of four if they were successful. Ask what the problems were, what was most difficult and how did they solve this. The process is what matters, not the result!

In response to the problems that you are made aware of by every group, you could choose to discuss a few issues with the whole class. In doing so, you reach approximately 80% of your class instead of just the normal hands that always shoot up into the air.

Checking

### Tips for beforehand:

- Make it clear that you have high expectations!
- Provide a clear time indication for completing the individual assignments and 'Have a quick look'.

### Tip for afterwards:

- Compliment people in front of the whole class

## Interaction

- **RELATION:**  
Knowing that others appreciate you.

- **COMPETENCE:**  
Feeling that you are able to contribute to the group.

- **AUTONOMY:**  
Being able to take responsibility within the group

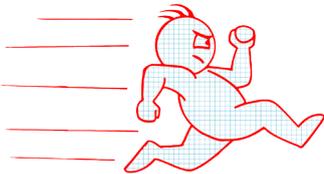
## Part 2: Interaction

In a safe classroom, all children feel at home. Students come to school for social contact, both with each other and with the teacher. A lack of appreciation can mean that your motivation to come to school can disappear.

Interaction in the classroom is therefore extremely important. Students need to know what they can expect from their classmates. Not everybody has to be everybody's BFF, but appreciating each other and working together is important.

As teacher you need to ensure that everybody feels part of the class and is able to contribute something. You are responsible for ensuring that all the students feel that they are seen and understood. Everyone is part of the group, all in their own individual, fun, mad, sweet or sometimes troublesome manner.

kickstart:



Two heads are better than one!

**Interaction pitfall = correcting in front of the whole class!**

*Do you realize just how much know-how there is in the class? Thirty sets of brains know enough to pass any test you throw at them! Fun to test with the Knowledge race game!*

**Preparation:** Move all the tables and chairs aside. The teacher sets a few open questions or tasks, related to a subject. The group is divided into teams of approximately five or six students.

**The game:** For every team, hang a large answer sheet at the end of the classroom. Make sure that the teams cannot read each other's answers. On the other side of the classroom, draw an (imaginary) line on the ground, behind which the teams need to stand in a row. Every team gets a marker pen.

The teacher asks a question/task. The group can discuss it for ten seconds. The teacher then counts down: "3, 2, 1 GO!" The front student runs to the sheet and writes down the answer. He/she then runs back to the team and passes the pen to number two in the row. Now it's his/her turn to answer (if a student doesn't know the answer then he draws a stripe and runs back to pass on the pen).

After an x number of minutes the game stops. The team with the most correct answers wins. All the answers are looked at and discussed with the whole class.

**Conclusion:**

Reflect on the amount of knowledge within your class. Together, we know nearly everything!

Example questions:

How many countries in Europe can you name?

Which numbers can be divided by 7?

Come up with as many personal pronouns as possible from the word telephone

Tip:  
The schoolyard and large chalk is also a great option!

# Secret mission



## Relation

How often do you do something for a classmate? And are you ever surprised or helped with something? During these secret assignments everybody does something special, helpful, or positive for a classmate. Everybody gets a turn, but when...and how...?

- 1 The teacher introduces a secret mission book. What is written in this book can be read by everybody except the teacher. Students get the task to do something positive for someone else in the class! But who, where and when...is something they need to think up themselves.



**I've finished your row of sums ;)**

The student that has the mission book must do three things:

- 1- **Write down how he/she was surprised and what he/she thought of it (this starts with the second student).**
- 2- **Write down what he/she plans to do and for whom. Choose someone who hasn't yet had a turn.**
- 3- **Carry out the positive action and pass on the book.**

The teacher is the last person to have a go. Which student needs to do something for you?

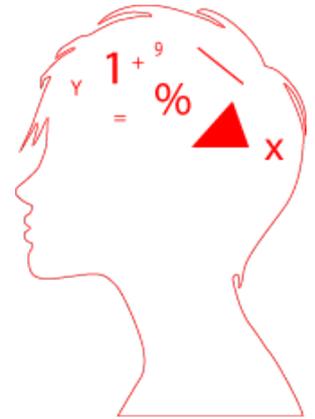
The teacher keeps track of who has had a turn with the class list. At the end of each week he asks the class, for example: "Who has the mission book? Who has been surprised?" If the teacher is surprised and the mission has reached the teacher then read something from the book now and again. What has been happening?

Are the students enthusiastic? Then start a new *secret mission* round! Every student then chooses someone different to do something nice for!

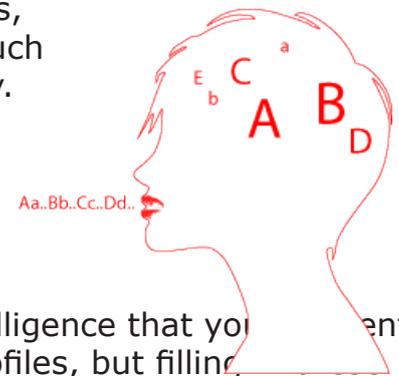


# Multiple forms of intelligence in your class

Your class is a unique mix of personalities and types of intelligence. Roughly speaking, our brain can be divided into eight intelligence-types. For everyone, the way in which you learn best is linked to these types of intelligence. Everybody has strong, weak and average intelligences. Most people, without even realizing it, make automatic use of their top three/four and find ways to compensate for their weakest links. What about in your class?



Our school system is above all focused on the 'linguistic' (language skills) and 'logical/mathematical' (arithmetic/logistics) intelligences. Quite strange when you consider that only around twenty percent of all people have both of these types of intelligence in their 'top three' strongest intelligences. Meaning that if you take the other kinds of intelligence into account during your lessons, you will see that students pick things up much more quickly and get to work independently. It's time to work out how your students' brains work.



## The talent index

This talent index is a simple way to identify the types of intelligence that your students have. There are many tests online to identify intelligence profiles, but filling forms personally with the class is often just as accurate as online testing. Furthermore, students are more likely to give less socially-desired answers, making the results possibly even more reliable.

## How does it work?

The teacher describes the talents one by one and gives examples. The students color a bar after each explanation. This happens intuitively. Encourage the students to be honest. You can show off to your classmates, but it's better to be honest with yourself. After this session with the whole class, the students hand in their completed sheet to the teacher. Based on this talent index you can now make mixed work groups. Explain to the students that you form the work groups based on a mix of different talents and/or intelligences: enabling the students to work together successfully!

**ATTENTION:** The terms used on the form are sometimes quite abstract. As teacher you should explain and provide examples. Check that everyone in the class understands what is being asked.

**Facts:**

- \* Je gebruikt vrijwel automatisch je beste intelligenties
- \* Je zwakste intelligentie kun je trainen maar het zal nooit je sterkste worden
- \* Een leerkracht geeft vaak les naar zijn eigen voorkeur (zijn eigen top drie) hoe zit dat bij jou?

# The talent index:

The teacher discusses all the blocks one by one. After the explanation, you decide how much of the bar to color in. There is no right or wrong. You never have nothing or everything, so bars that are completely empty or completely full are not possible. Fill in according to how you honestly feel about yourself.

*I'm not very good at this*

*Um, maybe, maybe not*

*Mmm, yes, that sounds a bit like me*

*Yes, that's me! I'm really good at this!*

color to here

color to here

color to here

color to here

				<b>1</b>
--	--	--	--	----------

1 - Logical thinking, planning, problem solving, good with figures.

				<b>2</b>
--	--	--	--	----------

2 - Social, good at working together, likes to consult with others, takes the lead, helps others.

				<b>3</b>
--	--	--	--	----------

3 - Dreamer, thinks a lot, asks why, associative thinker, reflects, observes.

				<b>4</b>
--	--	--	--	----------

4 - Needs rhythm and sound, likes music, can work (better) with music playing.

				<b>5</b>
--	--	--	--	----------

5 - Thinks in words, can read and write well, good at listening, can explain things.

				<b>6</b>
--	--	--	--	----------

6 - Thinks in images, creative, uses color to remember, likes to draw, spatial awareness.

				<b>7</b>
--	--	--	--	----------

7 - Knows a lot about nature, is good with animals and plants, understands natural phenomena.

				<b>8</b>
--	--	--	--	----------

8 - Unable to sit still, sporty, must move when thinking, touches things in the classroom.

# Autonomy and trust

Students can do a lot themselves and as a teacher you are of course aware of this. But what is a good way of giving everyone a chance, whilst not causing too much chaos in the classroom? The working format Teachers of the day can give you the chance, making new work groups and even allowing you to take it a bit easier now and again.

**Why:** If you give the students individual responsibility and trust, they feel valued and independent.

**Preparation in advance:** Choose a subject or topic that you can easily divide into sub-themes. Consider subjects such as world orientation, the news or history. Make various information packets – a file with information, pictures, website tips etc.

**Form groups:** Tell the students that you are going to divide them into groups for an assignment. The groups will be formed based on their individual qualities and talents. Use the talent indexes (p12) to do this. As teacher you are responsible for the formation of the teams. Explain this clearly to the students

**Tip:**  
Use the talent indexes when you form the groups and tell the



## The teachers of the day!

*Did you know that students learn most when explaining the learning material to others? Explaining to each other and discussing it together is three times as effective as listening to instructions. With this assignment, the students are going to organize part of the class lesson. How they do it is completely up to them. They need to take three things into consideration:*

- 1- - Taking care of a lesson/explaining their subject. (7 mins.)**
- 2- Coming up with and giving an assignment to their classmates. (10 mins.)**
- 3- Checking it afterwards and discussing with the class. (7 mins.)**

**Step 1:** Announce the working groups.

**Step 2:** Every group receives one of the work files.

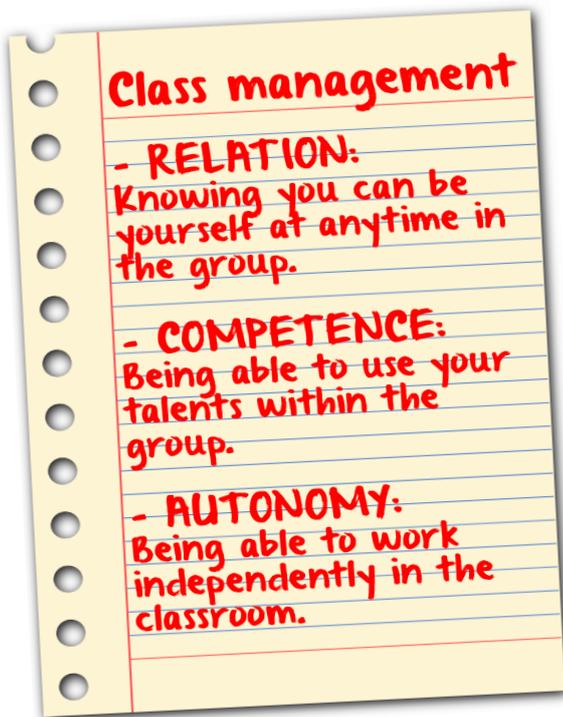
**Step 3:** Tell them when every group will have a turn.

**Step 4:** Reflect after every *teachers of the day*:

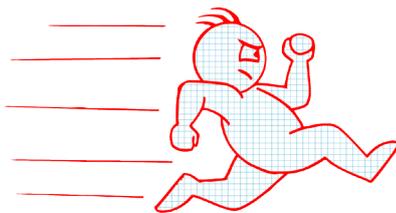
**With the whole class:** What have we learned? How did we learn it? What did we think of it? Do we still have questions?

**Personally with the work group:** Did your classmates do the assignment well? Did it go as planned? What went well, or not so well? What would you do differently?

# Part 3: Class management



kickstart



Extra explanation for Rodney, enough pictures for Mila and Jayden and maybe a group assignment for Raven, Anesie and Jacob after all. Step-by-step you will gain more insight into how you can best work with your unique group. You now know what everybody needs and recognize your students' individual talents.

You can start by piecing the pairs and work groups together. Of course, the students can form their own groups now and again, but it is important that they get used to sufficient variation in the structure of the work groups and understand why you make the choice for certain formations.

## Pitfalls:

**1) Forcing the loudest students to work with the quietest in the class.**

**2) Working in the same groups for the entire school year.**

*Working together is a must for the social structure in your classroom, but also for moments of rest for you as teacher. Even if you only make use of one of the collaboration formats below twice a day, you will see that this positively influences the social structure and the learning results.*

## Thinking - Sharing - Exchanging

### Thinking:

- Teacher: asks a question/gives an assignment.
- Student: thinks about it and individually notes down the answer.

### Sharing:

- Students: compare notes, discuss and write down answers, reach an answer together.
- Teacher: observes and walks around.

### Exchanging:

- Teacher: asks a number of pairs to share their answers.
- Students: able to ask questions and comment.

## Check in pairs

Check in pairs

### STEP 1 - Working individually

Students work independently on a question/assignment.

### Step 2 - Check your results (in a pair)

Every student forms a pair with another student. The students exchange: they can share, compare or discuss the results.

### Step 3 - Expand the groups (into foursomes)

Every pair finds another pair. The four students can now again share, compare and discuss results.

### Step 4 - Check-up (whole class)

Finish up and allow the students to talk. Allow them to share their results and conclusions with the rest of the class. To finish, ask the students how they experienced this assignment. Did it go well? What didn't?

## 3-step interview

Werk in een groep van vier.



### STEP 1 (in a pair)

Student 1 interviews student 2 and makes notes or remembers what has been said. At the same time, student 3 interviews student 4 (takes approx. 5-15 minutes).



### STEP 2 (in a pair)

At the teacher's signal, the students swap roles: Student 2 interviews student 1. Student 4 interviews student 3 (5-15 minutes).



### STEP 3 (in foursomes)

Student 1 recounts what student 2 has said.  
Student 2 recounts what student 1 has said.  
Student 3 recounts what student 4 has said.  
Student 4 recounts what student 3 has said.

**End: Reflection and summary (question: how did it go?).**

Objective: Teach students to value what they have in common with each other (random check-up with the whole class). Are there any tips for next time?



# # I can do it!

At the end of the week it's really valuable to finish up with a group discussion. Of course you can use this discussion to reflect on positive behavior and indicate where improvements can be made, but it's also important to reflect on learning. What have we learned and what are we all capable of?

## Autonomy

### Mental gymnastics

Make five columns on the board, one for every day of the week. Write Monday, Tuesday etc. at the top. Discuss the week with the class, day by day. Can we make a list of all the things we have done this week? You'll see that it's difficult to get started, but after a few sessions it'll become much easier.

1

### Check in pairs

The whole week is now on the board.

Individually, the students write three things down that they have learnt that week. They write, three times: ..... # I can do it!

Encourage them to think creatively. Even small things can be important. Reciting the thirteen multiplication table is just as important as daring to ask someone else for help. Really think about what you've personally managed to accomplish this week.

When the students have written down three things, they discuss their answers with a classmate. They tell each other exactly what they have learnt.

The teacher then finishes the session by asking some students to give the whole class some examples of what they have learnt.

2

You can also make a sub-division for every day:

- Early morning,
- Morning after the break,
- Start of the afternoon,
- End of the afternoon.

### Be creative

Every student now chooses one of the three skills that he has written down. Based on this, he/she will make a poster. The poster will be hung up in the classroom to display what everybody is capable of (use the poster template in this book)!

The teacher copies the passport photos from the yearbook onto A4 paper to get started. Let the students cut, glue, draw, paint etc.

Hang up all the results so that they are clearly visible in the classroom.

Repeat this session once a month and you'll have a top-class collection!

3



Tip: Use the posters to check who you can ask for help



#I can do it!



## Informal moments

If you have followed the step-by-step plan in this book then you'll notice that your class is getting into top shape...RESPECT!

But still make sure that as coach you don't take it too far. Allow space for moments of relaxation or unexpected things. Try to create a relaxed, homely feel now and again - your class works hard and should be made aware of the fact. Personal stories, creativity, extra exercise or going outside on a sunny day can be a welcome breath of fresh air for many students.

As teacher, you are the leader. This means that you also take responsibility for your students' relaxation!

### Tips:

- ★ Give compliments
- ★ Don't check everything
- ★ Reward initiative
- ★ Allow the class to solve problems amongst themselves
- ★ Make sure you are an example!
- ★ Never compare students with each other

## Open end = fresh start

### Klassengesprek

At least once a week finish the day with a class discussion. Discuss openly how the day/week had been with the class. What went well? What was difficult? Admit during the discussion when you may have not acted or responded appropriately. Explain why to the class. Honesty and clear communication is also part of the professionalism of a teacher.

Finishing the day like this enables you to make a fresh start the next morning!

## Social safety

## # I can do it

You have now come to the end of the three parts of the workbook. Social safety? No problem for you now! Now that you have worked, step-by-step, towards a safe learning environment in your classroom, it is important to keep repeating the success-assignments with your students. Use a form of collaborative learning at least twice a day and keep varying the work groups (maybe even in the class set-up). You'll see that it makes an important contribution to a pleasant and active atmosphere in the classroom.

There are more lessons and programs available on the website, under the heading *Respect zone*. Get working, for example, with *Group dynamics, a respectful class within six weeks*, or take a look at your norms and values and inspire the rest of the school, the neighborhood or even the country with the *Respect on the move* program.

**On behalf of the Respect Education Foundation education team,  
we wish you lots of luck, but above all, lots of fun!**



# Respect zone

ENTHUSIASTIC AND ACTIVE  
CLASS



**Social safety**  
**#I can do it!**

