Facilitating the self-regulation of students before, within and after the activity

Provide guidance to students to help them to be aware of their progresses throughout the activity (e.g. help them to know where they are in relation to the learning objective of the activity)

Assist students to develop more efficient strategies to carry out a task (e.g. help them to make a problem resolution scheme)

Promote students' emotional education (e.g. help them overcome anxiety before an exam)

Persuade students about their own capacities before start and throughout an activity

Ensuring that all students can be successful learners

Classify and sequence the learning objectives and/or the key ideas of the activity in increasing order of difficulty, establishing an initial level suitable for all students

Customize the activity at the various learning rhythms (e.g., propose different ways in which the same activity can be carried out)

Building up a good classroom environment

Change and challenge the roles of students in the classroom promoting positive exchanges between peers (e.g. review how roles are shared in a project to break down negative associations between students and roles)

Carry out cooperative activities instead of competitive activities to promote peer learning and reduce the activity stress

Review your verbal and non-verbal judgments to emphasize positive messages (e.g., promote optimism)

Stimulating positive influences of the learning community

Engage students in positive exchanges/experiences with STEM professionals

Involve families in STE(A)M activities so that their children can show their successes to the family and feel they are valued positively

Develop confidence of teachers in their own capacities to influence students