



Plan Ahead and Be Prepared:

This involves more than knowing the subject being taught. Many hours should be spent in developing a variety of stimulating methods to convey the lesson material. Added time should be spent in premeditation of every possible action and reaction of each student in relation to the way the material is to be presented and what is to be presented. You should be prepared with plans and alternate plans to meet each of those possibilities.

A Seminary teacher once said, "While preparing a lesson I like to imagine myself in the class before me." Here are examples of questions you might ask yourself as you "imagine yourself in the class before you."

What will I do if a child:

- Bounces a ball?
- Eats candy in class?
- Pops out with a smart-aleck remark?
- Makes noise with his chair?
- Ground when I introduce a new activity?
- Says to me, "I won't do it!"
- Combs a girl friend's hair during a season?
- Asks where God came from?
- Asks a question for which I am not sure of the answer?
- Makes fun of a classmate?

As sure as you are a teacher, you will be confronted with such questions as those above.

For upset days, be prepared with an instructional game, a question box, or other activity you know the children will like. Then on these exceptional days be flexible enough to leave the season and resort to the alternate plans.

Plan more than enough for class time.

(Taken from the book Teaching with New Techniques by Charles R. Hobbs)