Secret One

The Secret of Planning

The Rewards of Planning

Coaches go into every game with a very specific plan
And surgeons plan their surgeries and proceed with a steady hand
Attorneys defend their clients following much preparation
And players of chess only make a move after much deliberation
Travelers go on vacation with their maps and proper clothing
So why’s it that some teachers speak of lesson plans with loathing?
The fact remains that failing to plan becomes a plan to fail
You’re a ship without an anchor, a hammer without a nail
So plan your lessons every day
Stay on the path so you won’t go astray
Know why you’re teaching the things that you teach
And reap your rewards from the students you reach.
Part 1.
How to Have a Great Plan

The very best teachers know that if you want to have a great lesson, you need to plan a great lesson. It is truly that simple. But understand that planning takes time. However, if you teach with a well-planned lesson, then you can really enjoy your teaching. Now, does that mean that you will accomplish everything you intend to accomplish or that your plan will go off without a hitch? Of course not. Teaching is not an exact science, and that is why we need to plan so thoroughly.

The very first thing you will want to do, when you sit down to plan your lesson, is to center the entire plan around your objective—what it is you want the students to accomplish on that day. Let’s say that today you will be teaching your students how to write a friendly letter. (The reason we chose this particular skill is that everyone, regardless of their content area, can relate to using this skill.) So your objective is that the students will be able to write a friendly letter, including all of the five parts—heading, greeting, body, closing, and signature. Now, the first thing you need to plan, of course, is how you will get your students to actually want to write a friendly letter. So you’ll want to begin a discussion of some sort in which you ask them if they ever write letters to their friends. All students, at one time or another, have passed notes in class. Yes, you have their attention. You will, of course, lead the discussion beyond writing notes to their friends as you continue to discuss the friendly letter and its purpose. Then you may want to have a friendly letter already written to the class by you or another teacher or even the principal. Yes, this takes some preparation. It involves either writing the letter yourself or having someone else do it. But it’s not difficult.

Let’s say that you have the principal write a friendly letter to the class. (You may even choose to write the letter for the principal. It really doesn’t matter, as long as you make the principal aware of what you wrote.) It is best to write the letter on chart paper or on an overhead transparency so that it is in an enlarged format, visible to all.

Now read the letter with the class, and then have them analyze each part with your guidance. As they analyze each part, have a student write the name of that part next to it. For instance, where it says, “Dear Class,” the student would label it as the “greeting.” You get the point. Bottom line? With your guidance, they will identify all of the parts of a friendly letter.
Now you’ll want to model the skill for them. (By the way, modeling is one of the most important parts of teaching anything to anyone, yet it is often overlooked.) To model, simply write a letter to a friend of yours, either on the board, on chart paper, or on an overhead transparency. As you write, think aloud for the benefit of the students. You may even choose to allow them to guide you as you write. (Please take note that we have not yet, nor will we, give a definition of a friendly letter. Instead, we’re pulling the information from the students. This is much more meaningful, and thus lasting.) After you’ve finished that, you might then plan to write a friendly letter, maybe in response to the principal, as a class. Either have a student write it on chart paper, or you can write it as they all participate.

Once you’ve actually taught and modeled the skill and then guided students through the skill, they should be ready to try the new skill on their own. So what should their assignment be? You guessed it. They will write their own friendly letters as you walk around and monitor for understanding. You may even choose to have them bring envelopes and stamps so that they can actually mail the letters. And now that that’s done, you will always want to wrap up your lesson with a review to provide closure. The most effective teachers know that you never tell the students what they’ve learned. Instead, you have them tell and/or show you.

That’s it. You’ve written a great plan! Yeah, but what if you have one or two students who don’t spell all the words correctly in their friendly letters? Remember, the objective was to write a friendly letter including all of its parts. No one said anything about spelling everything correctly. While you’re monitoring, simply help them with their spelling. And even if you didn’t catch every misspelling, the bottom line is that they’ve accomplished the lesson’s objective anyway! (Please don’t misunderstand. We’re not saying that spelling is not important. Rather, we’re suggesting that you focus on the objective for that particular lesson on that particular day.)

In writing this book, we came up with a plan. First, we thought about our objective and decided that we wanted to share with everyone the secrets of the most effective teachers. Next, of course, we had to determine what the very best teachers have in common. We found seven things. Then we had to summarize, in a simple, easy-to-read format, those seven things that the most effective teachers know and do. We then decided to divide each secret into seven simple parts. After we had all of that in place, the book practically wrote itself. So it is in the classroom. If you have a really great plan, your lesson will practically teach itself!
**Tips for Planning**

The following are some simple tips for you to use when planning any lesson:

- Determine your objective.
- Decide how you will make the lesson interesting and inviting for your students.
- Be sure to make an effort to actively involve your students in every part of the lesson.
- Plan to state the lesson’s purpose, relate the skill to students’ real lives, teach and model the skill, practice the skill with them, have them try the new skill independently, and review. (See Secret 3, page 41.)
- Be sure to gather any necessary materials beforehand.
- Enjoy teaching your well-planned lesson!

We guarantee that any teacher who plans all lessons with activities such as the ones in the above plan and gives careful thought to every step of the lesson will see instant results from students.

If you plan your lessons with careful attention and treat each one as a special invention, you’re sure to see student success and retention, reducing your levels of stress and tension!
Part 2.
How to Overplan

The very best teachers, as part of their secret to successful planning, always overplan. Most, if not all, will admit that they learned this secret the hard way. As teachers, we can all relate to planning some lesson or activity that we thought would take a certain amount of time, only to realize that we were dead wrong. For instance, you are a teacher planning an activity, envisioning that it will take about 20 minutes. The activity turns out to take seven minutes. Now what? There are 13 minutes left to fill. What do you do? Unless you have overplanned, you resort to desperate measures. Yes, the ever-present, much-hated worksheet. And when that worksheet is finished, there’s always another one waiting. Students, of course, are doing anything but completing the worksheet. Or, they finish the worksheet mindlessly, getting mostly wrong answers. During this time, the teacher is continually reminding students to get busy, to proofread their work, to stop talking, and so forth. And, of course, some students complete the worksheet within a couple of minutes, whereas others have not yet begun. So what do you do with the students who now have nothing to do? You resort to another desperate measure, like saying, “If you’re finished, read your library book.” Or better yet, “When you finish, put your head down and be quiet until everyone else is finished.” Sound familiar? This frustrating, all-too-familiar scenario can be avoided by doing what the most effective teachers are doing—overplanning!

How do you overplan? You do just that. You plan more than you think you will need. However, a word of caution here: Don’t just plan another of the same type of activity. This will bore students out of their minds. Instead, if one activity is successfully completed by your students, then it is time to take the newly acquired skill to the next level. Therefore, when overplanning, be sure to plan subsequent activities that are increasingly challenging for your students.

What’s the downside of overplanning? There really isn’t one. At worst, you will not get to do everything you have planned for that lesson. The most important thing is that you have actually managed to teach a new skill, successfully, to your students. And, as a bonus, you’re left with more activities to use in future lessons. In the next section, you will learn a skill for managing your time that will also help you not to “overly” overplan!
When you’re going on vacation, isn’t it much better to have too many clothes than not enough? When flying to a destination, wouldn’t any pilot prefer to have too much fuel than not enough? The same holds true in the classroom.
Part 3.
How to Manage Your Time

Even the very best teachers will admit that it’s difficult to plan for a one-hour lesson and make sure that it actually takes an hour. It is even more difficult to plan for a 90-minute lesson and end within one or two minutes of 90 minutes. And even if you’re overplanning, you don’t want your 60-minute lesson to take only 30, so that you have to rely on 30 more minutes from your overplanning activities. Nor do you want your 60-minute lesson to take 90 minutes. So how is it that some teachers always manage to teach what they plan to teach in the amount of time that they actually plan to teach it? The very best teachers have a secret. When planning their lessons, they plan in 5-minute segments. In other words, a 60-minute lesson is broken into 12 five-minute segments. For instance, the introduction to the lesson is planned to last about five minutes. A brief discussion following the introduction may also take five minutes. Following that, the teacher may actually teach the new skill for one five-minute segment. The teacher may then actually take about 5 minutes to model the skill for the students. Following this, there may be two 5-minute activities in which the teacher practices the new skill with the students. Next, the teacher may put the students into cooperative groups for two five-minute segments. Following this, the students attempt the new skill independently for two five-minute segments while the teacher monitors for understanding. There are now two five-minute segments remaining. If students are having difficulty, another five-minute segment may be needed for reteaching or simply for more practice. If not, put that segment into the review activity, which may last for one or two five-minute segments, to be determined as the lesson progresses. That’s it. That’s a 60-minute lesson. And a good one at that!

When teachers plan this way, several things happen. It ensures that the lesson will continue to move and that the activities will be varied. This increases the likelihood of your holding the students’ attention. It also ensures that you will not stay on one thing for too long—a fatal mistake made by many teachers. And finally, it keeps you within your time frame so that your lessons are well paced, almost always ending right on time!

Okay, but what if during your guided practice you notice that the students are not ready to try the skill independently after only one or two five-minute segments? Then you do what the best teachers do—you adjust.
You may, with some lessons, determine that your students will not be ready until the next day to attempt the new skill on their own. That’s fine. Again, adjust as needed. But be constantly aware of each segment and how much time has passed. The easiest way to do this is by having a large clock on the classroom wall.

Have you ever wondered how it is that some speakers can manage to do a three-hour speech and end in exactly three hours? Or a one-hour keynote ending on the sixtieth minute? They, too, plan in five-minute segments. When planning, it’s much easier to judge how much material you can cover in five minutes than to guess how much you can get into a full hour—or two or three.

So when planning your next lesson, try it. Oh, and by the way, if you have an activity that you believe will take only two minutes, don’t stretch it to five for the sake of taking up five minutes. Just add the three minutes to your next segment, or plan an entire segment that will only take three minutes. You get the point.

A very important note: Please understand that we are not suggesting planning in five-minute segments to “eat up time.” The best teachers utilize every minute of their time each day with effective teaching. They don’t ever use “time fillers” or plan activities for the sake of how long they will last. They also don’t move on to the next segment of the lesson if students are not grasping the concept, thinking, “Oh, well, my five minutes are up. Gotta move on!” It’s just that they have “so much to teach,” they want to make sure that every minute of their teaching time is utilized to the fullest! And thus they often plan in five-minute segments.

The fact is that students of any age, including adults, have difficulty staying focused on any one task for more than a few minutes anyway. And don’t worry that it will take you longer to write your plans. It won’t.

Wait, but what if you were planning on having students read the chapter for about 30 minutes? Well, let’s think about that. Have you ever noticed that when you say, “Read the chapter,” your students first spend about five minutes moaning and groaning? Then they usually get busy. But notice what happens after about five minutes. You begin redirecting them because most of them have gotten off task. They’re spending their next five minutes staring into space or talking or fidgeting or drooling on the textbook. Aha! That’s because they’ve lost their focus after about five minutes. So here’s a technique for you. If you want them to read something in the chapter, or even the whole chapter, for that matter, who’s to say it can’t be meaningful, fun, and broken
into five-minute segments? It can. Simply decide what you want them to read for on one page at a time, then tell them that you’ll give them about two minutes to find out whatever it is you want them to find out. Then follow the reading with a meaningful discussion. Or better yet, divide the class into groups and have each group read a different section for a different purpose. Then come back together and have students discuss what they have learned. Any chapter in any subject can be fascinating to students if you approach it with a little creativity and a lot of activity.

So teach in segments of five and see your classroom come alive!
Part 4.
How to Be Flexible

Blessed are the flexible, for they shall not be “bent out of shape.”

The very best teachers know that flexibility is a must in planning. Planning is simply that—planning what you think you will be able to accomplish with your students. But remember what they say about “the best-laid plans.” In teaching, almost nothing ever goes exactly as planned. When writing your plans, you can’t anticipate student questions, student levels of understanding of a particular new skill, unexpected interruptions, unanticipated fire drills, and so on. So you do the best you can—you plan, assuming that everything will be perfect, knowing, of course, that it won’t.

Flexible people bend, but they don’t break. They don’t get as frustrated as others when something goes awry. They simply adapt. They don’t feel like failures when something they plan does not work the way they had anticipated. They just adjust. If they don’t accomplish everything they wanted to accomplish on any particular day or with any particular lesson, they carry it over to the next day’s lesson.

Inflexible teachers walk around feeling like failures. They just never figure it out—teaching does not lend itself to perfectionism. Each lesson does not go off without a hitch. Signs on the door that say “Please Do Not Disturb” do not keep others from knocking. The PA system will be used at various inconvenient times throughout the day. Inflexible teachers actually spend a good part of any typical day complaining about the fact that nothing ever goes as planned. You’ve heard them. Do you recognize this? “Well, I actually counted the number of announcements today—eleven! When do they expect us to be able to teach with all these interruptions? And now they want us to turn in yet another piece of documentation. Oh, and how about the fire drill this morning? That was smart—right smack dab in the middle of math. By the time we got back to the classroom, the students had forgotten everything I’d been teaching them. And it took me 10 minutes just to settle them down before I could start teaching again.” (Oh, and by the way, these teachers actually use class time to knock on their neighbors’ doors to tell them these things.) They’re allowing themselves to be miserable over things they can’t
control. And they’re wasting precious teaching time sharing their miseries with others!

Yes, the very best teachers, in case you’ve never noticed, also tend to be the happiest teachers, the ones with the fewest ulcers, the ones who truly enjoy what they do, even when things don’t always go the way they had planned. They’ve learned to focus on what they can control, not bemoan what they can’t!

**Remember:**

- Plan well and thoroughly, but do not get bent out of shape if things don’t go as planned.
- Steer clear of trying to make everything perfect.
- Accept the fact that any given school day involves many unexpected interruptions.
- There’s always tomorrow!
Part 5.
How to Make Objectives Clear

Following a classroom observation, a teacher was asked, “What was the one thing you wanted your students to know or be able to do at the end of your lesson?” The observer, her principal, could not figure that out while observing the lesson. Before we get to the teacher’s response, let’s take a look at what the principal saw.

An Ineffective Lesson

The teacher began the lesson by saying, “Open your reading books to page 56.” She then asked a student, “What is the title of the story?” Another was asked, “Who’s the author?” Still another was asked, “Who’s the illustrator?” Following these questions, the teacher said, “Now I want you to read the story, and when you’ve finished that, I want you to answer the story questions.” The students reluctantly got busy reading while the teacher walked around the room trying to redirect students who were staring into space, talking, and so forth. Some students actually read the story—and they did so quite quickly. They then got busy on the questions and answered them equally as fast. Now these students were finished, and some of the students had not gotten past the first page or two of the story. The teacher then had the students who had finished the initial assignment summarize, in paragraph form, what they had just read. Needless to say, these students were not happy. Were they being punished for doing their work on time?

Okay, you get the picture. This went on for the entire class period, and some students never did finish reading the story and answering the questions. And then the bell rang.

So back to the principal’s question (which was obviously a very legitimate one): “What was the one thing you wanted your students to know or be able to do at the end of your lesson?” And now for the teacher’s answer: “Well, I wanted them to read the story and answer the questions at the end of the story to ensure their understanding.”

Too many times, teachers just sort of drift around, get caught up in themes, etc., spending much time and effort not accomplishing a whole lot. It’s not that they’re lazy. On the contrary, some of these very same teachers spend exorbitant amounts of time planning lessons that don’t really go anywhere. In this case, there was no real objective. Reading a story and answer-
ing questions are not objectives. They’re activities! Further review of the textbook revealed that the objective was for the students to make, confirm, and reject predictions. You will notice, as the principal did, that nowhere during the lesson was this skill taught and modeled. Had it been, it could have made for an excellent lesson. We’ll give you an example.

**An Effective Lesson**

An effective teacher is using the same story as the teacher above to teach the skill of making, confirming, and rejecting predictions. Notice the difference already, in that the teacher is not teaching a story but rather is using the story to teach a skill—that of making, confirming, and rejecting predictions. In her introduction, she asks the students about movies they have seen lately. They discuss what happens when seeing a movie for the first time—how we actually make predictions as to what will happen next and then confirm and reject those predictions as the movie progresses. This is then related to reading, with an explanation that the very same thing happens when we read; we begin making predictions as soon as we read the title, and we continually confirm and reject predictions as our reading of the story progresses. For the actual reading of the story, the teacher gives them “small bites” to read at a time. And as they read, they practice the new skill, stopping to discuss and recognize what’s happening as they make, confirm, and reject their predictions. Do you see the difference? Instead of just saying, “Read the story and then answer the questions,” the teacher guides the students as they practice a new skill. The teacher is using activities to teach a specific objective. But to do this, the teacher must be clear on what the objective for the lesson actually is!

The most effective teachers all have something in common: They know the difference between objectives and activities, and they plan their lessons based on one or two objectives. All activities, then, focus only on the objectives.

Also, in the most effective teachers’ classrooms, the teachers actually tell the students, at the very beginning of the lesson, exactly what they’ll be able to do at the end of this lesson. Remember, they’re working toward mastery, not mystery.

**Making objectives clear is vital to helping students learn.** Be clear on where you’re going with each lesson as you plan, and then plan only activities that will help to accomplish that objective.
When a surgeon goes into surgery to operate on you, don’t you want him to have a plan and be clear on his objective? Plan each lesson as though you are a skilled surgeon. If you plan this way, students will not only survive, but they’ll actually thrive!
Do you know the 60/40 rule? It states that the students should be talking/doing 60 percent of the time, and the teacher should be talking/doing the remaining 40 percent. Now let’s clarify. When we say talking/doing on the parts of the students, we do not mean discussing issues not related to the lesson or doing things not related to the lesson. And with regard to the teacher, the part that says the teacher should be talking/doing only 40 percent of the time does not mean that the other 60 percent he or she should be seated behind a desk! Okay, now that we have that straight, we will share with you that in far too many classrooms, the opposite is true. The teacher is doing most of the talking, and the students are expected to be quiet and listen, taking it all in, of course, with no activity beyond listening intently. Yeah, right. We all know better. We know that whoever is doing the “doing” is doing the learning, yet the practice of students “doing most of the doing” is not at all common. Well, it should be. In fact, it’s one of the main things that sets the most effective teachers apart. They keep their students so busy that not only is there little, if any, time to misbehave, but there is, as a bonus, learning occurring!

So how do they do it? How do they manage to keep their students busy and actively, along with meaningfully, engaged throughout the entire lesson? The answer is simple: They plan for it. They plan their questioning so that students are constantly answering and thinking and analyzing and deducing and comparing. Bloom’s Taxonomy, anyone? Let’s look at a typical example. If you give your students, on Monday, of course, a list of 20 vocabulary words to define, you will hear and see the following:

- Moaning
- Groaning
- “Do we have to write the whole definition or just the first one?”
- “Do we have to write the part of speech?”
- “Why do we have to do this?”

And the list goes on. If this sounds familiar, we hope it isn’t because it happens in your own classroom. But let’s continue along that same line. The students, finally, do finish copying the definitions into their notebooks. Then you go over the definitions. They may even have to write a sentence with the
words, and if they do, your most clever students even figure out ways around doing what you really wanted by writing sentences such as “I spelled the word *dandelion* correctly on my spelling test.” They write the same, or at least a similar, sentence for each word and are finished in a few minutes. Technically, they have completed the assignment. But, of course, they have not really learned any new vocabulary. The most amazing thing is that, in many classrooms, students never really learn the vocabulary words, yet many actually ace their tests. Let’s prove that point. Teachers, we all have to admit that if we have students memorize definitions for Friday’s test, most of our students will at least pass that test. But what would happen if we gave the same test, unannounced, next week or the week after? Most would do poorly on the test, proving the point that we have not actually taught and the students have not actually learned the new vocabulary.

So what do the most effective teachers do? They “can” the lists.

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**“Can” the Lists!**

On Monday you gave me 20 words for Friday’s vocabulary test
I wrote them five times every night and I studied my very best
On Friday, I was well prepared to spit them back to you
I got them all, word for word, as I was expected to do
But I have a confession to make to you—despite the grade I earned
Those words have left my memory now; no vocabulary have I learned
You see, I never used the words or spoke them in conversation
So I guess we both just wasted our time—what an awful revelation!
So next time, leave the lists alone; make me use the words
If you don’t, then I’ll soon lose them; they’ll fly away like birds
I want to keep whatever I learn; I want to deserve the grade I earn
I want to be smart and witty and wise, but wisdom doesn’t come when I memorize!
I really do want to learn, you know, so “can” the lists and watch me grow!

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Note that, like in the poem above, the most effective teachers *do* teach vocabulary. They don’t, however, overwhelm students with too many words at a time. And they make their students *use* the words as opposed to simply memorizing the definitions.

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And, of course, beyond vocabulary, the most effective teachers don’t rely much on having students memorize notes, complete copious amounts of worksheets, read long and boring chapters independently, answer the questions at the ends of the chapters, and so on. Instead, they get their students involved in, for example, using the content, figuring out answers to problems, working cooperatively, presenting their findings to their classmates, and explaining to the teacher how they arrived at various conclusions.

Their classrooms are always humming with activity, and students are generally successful. There is never a dull moment in the classrooms of the most effective teachers, and no two days look the same. Students actually walk out of these classrooms anxious to return the next day!

So have a proclivity to plan for activity, and learning will be brewing as your students do the doing.
Time and again, research has continued to show what we continue to observe—the most effective teachers know the secret of being proactive. Let’s simplify that term. Being proactive means anticipating typical problems and warding them off before they have a chance to take place. It means staying a step ahead of your students. Often, teachers wait for students to misbehave, and then they react with a punishment, a warning, a loss of control, and so forth. Here’s a typical example. Two teachers were attempting to use cooperative grouping for the first time with their seventh graders. Follow us into their classrooms.

**Ms. Reactive**

Ms. Reactive announced to the class that they would be working in groups. However, she warned them, if they abused this privilege, they would lose this privilege. She then said, “I’m going to announce the names of the people in each group.” And thus the chaos began. She named the first four people for group one, and one student sighed and said that he did not want to be in so-and-so’s group. An angry glare from the teacher followed. As she announced the rest of the groups, much of the same continued. Students began asking to be moved to other groups. The teacher then reacted by saying, “If I hear one more word, you can forget the whole thing.” Then, once the students were told to move into their groups, the chaos continued. Some moved quickly, others rammed their desks into other desks, and a few began arguing with their new group members immediately. Again the teacher said, “If I hear one more word, that’s it.” It gets worse, but we’ll spare you the details. Needless to say, in less than 10 minutes, the students were back in rows, never to work in groups again in the classroom of Ms. Reactive.

Now on to Ms. Proactive’s classroom. (Notice the psychology she used. It’s beautiful!)

**Ms. Proactive**

Ms. Proactive enthusiastically announced to the class that because of their outstanding potential, she was going to allow them to begin working in cooperative groups from time to time. “But,” she announced, “please don’t worry about a thing. I’ll walk you through the process, step by step, and I’ll
get you ready to be completely successful and stress-free when working in your groups.” The students were already smiling. “Now,” she said, “do you remember last year when you were much younger?” Heads began nodding in agreement. “Well, last year, I’m not sure that you would have had the maturity that it takes to do the kinds of things that we’ll be doing in groups this year. But this year, I know you’re ready. In a little while, I’m going to announce the people in each group. But first, think back to last year. As mere sixth graders, what would you have been tempted to do or say if I had called your name and put you in a group with someone who possibly was not your very best friend?” Hands went up, and several students shared that they might have complained aloud or pouted. “Yes,” said Ms. Proactive, “you very well may have done that. But how would you feel if classmates complained because they did not want you in their group?” The students freely discussed the fact that they would have been upset by this. “So,” said Ms. Proactive, “I just want to thank you in advance for being so grown-up and realizing that even though everyone in the world, or even in this classroom, will not be your best friend, we can all learn to work cooperatively, which, of course, is a sign of true maturity.”

She then announced the names of students in each group, and there were no complaints whatsoever. Imagine that! Ms. Proactive then explained and demonstrated the procedure that they would use to get into their groups. More discussion followed, and they then began to practice getting into groups. Again, without a hitch! And finally, she explained that each person in the group would be given a job. These jobs would change with each new activity. Again, much explanation, much discussion, and much practice before the actual first try. To make a long story short, Ms. Proactive’s class continued to work in cooperative groups for the rest of the year.

Ms. Proactive had been just that—proactive. She had anticipated the fact that children will be children, and thus they must be told how to get along, how to get into their groups, exactly what to do once they are in their groups, how to get out of their groups, and so forth. And thus she planned accordingly, avoiding all of the problems faced in the classroom of Ms. Reactive. She set them up for success! She planned the social-skills aspect, the expectations aspect, and the organizational aspect before she even mentioned to the students that they would be working in groups. At all times, she remained a step ahead of them.

And therein lies the difference between proactive and reactive teachers. Proactive teachers act. Reactive teachers react. And by the way, it’s easy to be
proactive. You just think like a child. Because all of us were children, it’s easy. If you can think like a child, then you will know how to anticipate your students’ actions and responses to just about any situation. Once you’ve anticipated that, you move into adult mode and outsmart them!

It’s fun, we won’t deny it, and you’ll like it if you try it!

Secret One—Chapter Summary

In planning, remember the following:

- If you want to have a great lesson, you have to have a great plan.
- Plan your entire lesson around very clear and specific objectives.
- Plan lessons that will interest and involve your students.
- Remember the 60/40 rule.
- Always overplan.
- Manage your time by planning in five-minute segments.
- Remain flexible and adapt when necessary.
- Focus on what you can control. Don’t bemoan what you can’t.
- Remember that an objective is a very specific goal—what you plan on accomplishing by the end of the lesson. An activity is one of many ways of reaching that goal.
- Take action to avoid reaction!