

I think that showing students that you care also means taking the time to present yourself as if you were going to meet some very important people—them!

Let me just say—do not let your attire get in the way of your lesson. I think you get the point. You are setting the standard in all aspects of your teaching. These are also unspoken lessons...

64. Take time to write handwritten notes

A handwritten note shows that you took the time to especially care for him or her. In today's fast paced world, a handwritten note goes a long way. Let's face it - everybody knows how fast a note can be typed up on the computer and printed out. It can be done at the blink of an eye.

A handwritten note, however, leaves a "piece of you" with that person. It is almost like a dying art. You would be surprised how impressed and touched a person would be to receive a handwritten note.

Leave a piece of you on the paper. Don't be sterile in a "high tech, low touch" society.

65. Do not stereotype your students

When you stereotype students, you prejudge them before they even open their mouths. Can you imagine how many students have been passed over by teachers who, not knowing any better, had a false opinion of a student? As a result, that student did not flourish, simply because someone did not give him or her a fair chance. Perhaps they could have blossomed and grown up to be a fantastic contributor to society if only...someone had seen them for who they were - not as who they were thought to be.

For example, I come from a large family, and none of my siblings went to college. I was the youngest in the family and absolutely loved school. When I had my first appointment with my guidance counselor, she immediately tried to steer me in a different academic track other than college preparatory classes. I had to kindly let her know that I had different interests than my other brothers and sisters. The same thing holds true for students of different cultures. You must be careful not to group all students into the same bag based on glaring generalities.

66. *Live by the Golden Rule of Teaching: "Do unto students as you would have students do unto you"*

This goes without saying. It does not matter if you are the student or the teacher. Treat everyone with respect. That means that there is absolutely no

place for sarcasm, putting someone on the spot, yelling, or acting better than anyone else.

You are the teacher or instructor. No one is challenging that. Do not blow up your authority by 'trying too hard' to be the 'boss.' You will get respect when you give respect.

67. Students learn by doing

If you do not allow your students to do their own work, then you are simply 'a classroom of one.' ' In order for students to grow academically, they must be allowed to participate in their own education. Too often parents and teachers find it much more expedient to simply do the work themselves for the sake of things 'looking nice' and being done.

You must ask yourself, "Am I doing the right thing? Is this student really learning from what I am doing?" Allow your students to make their own mistakes and have their own victories. They will take great pride in their education if you teach them to achieve, not teach them to watch on the sidelines.

68. Teach students memorization tricks by playing mental games

The truth is that some things need to be memorized. There is just no getting around it. If your students have to memorize a fact or a list of some sort, make a game of it. 'Trick them into learning what they need to know.' Before you know it, they will know it as good as you.

69. Children come 'cable ready' - Build upon that

I once heard Ester Hicks say that her grandchildren were 'cable ready.' I had to chuckle, but there was a lot of truth in that statement. When you see students today, you merely have to hand them an apparatus and within minutes they intuitively know how it works.

Just the other day I saw a newly turned three year old operate an iPhone like it had been hers for years. She was enlarging the picture, turning it sideways, and thumbing it to the next selection as if it were nothing. I was simply amazed at the ease at which she picked up the concept. She even opened other applications and began doing Pop math addition.

Teachers, therefore, should not fight technology but rather embrace it. It is here to stay and the students are waiting for us to catch up with the quick thinking.

These are the children who have no concept of a dial up phone, a typewriter, an old album or 45 records, or record player. Take the spider webs out of your mind and let the web pages in!

70. Repetition is the mother of skills. Review! Review! Review!

If you think that you are boring because you are reviewing yesterday's material, you are not. Repetition is a great way for students to really absorb the material being presented. If you want them to excel, take the time to review. Remember: Less is more.

71. Your students are interested in you. Use personal stories to get your point across

Your students will not let you know that they admire you, but they really do. They are interested in not only the material that you are presenting, but they are also interested in the presenter.

Occasionally share a part of your life in order to make a point. You will be surprised at how much the class will perk up while listening to your story. Don't take a bird walk too far from the lesson, but give enough to appreciate the human side of the subject.

72. *Tickle their minds! Here is a math trick to make them think! (You can use this as a warm up activity for any subject).*

TRICK: Have students think of a number, any number.

Example: 100

Tell them to double that number (multiply it by 2).

Example: 200

Next, add 2,4,6,8,10,20,30,40 or any EVEN number to the last number you had.

Example: add $20 + 200 = 220$

Divide the total number now in half (divide it by 2)

Now the student should have 110

Tell them to subtract the first number that they had in their mind or on paper from the number that they currently have

$(110 - 100 = 10)$

The number will ALWAYS be half of the even number that you told them to add.

For example: If you told them to add 50 the answer will be 25