

## Chapter 4

### Theme:

If you say something, mean it.

### Single Best Quote:

“Following through is important.”

### Points:

1. Students respect the teacher who expresses expectations clearly and then follow through.
2. Maintain control of your words as a teacher so you do not say something you cannot follow up on.

### Self-evaluation and application as a:

- **Shop teacher** –
  - o Expectations clear
  - o Consequences vague
  - o Demands desirable
  - o Request attainable
- **Bible teacher** – consistency in dealing with children is addressed by the Apostle Paul in Ephesians 6:4 where he writes, “Fathers, do not exasperate your children.”
- **Parent** – One of the single most difficult things about parenting is following up on what you request and expect. Sometimes it is best to leave things alone instead of demanding something you are not going to take time to follow up on. Following up will take time, may require your own personal modeling of the desired behavior (such as helping pick up the toys), verbal encouragement and, of course, swift but firm discipline if the child refuses. All of this takes concentration, time and effort. If you can’t afford these, then keep your mouth shut because you are no longer training the child but bitching. Nothing is more powerless than a bitching parent.
- **Person** – Do not overcommit. Learn to stay silent, unseen and use the phrase, “No, I can’t.”

### Questions/Criticisms/Evaluations/Comments of Whitaker’s presentation or perspective:

- This is a poorly written chapter. Where was Whitaker’s editor? Or, did the editor gut this chapter of continuity and content? The power subject presented in the title of the chapter is buried in an avalanche of unrelated topics and misfired stories. There is virtually no meat in this chapter. There is nothing but a very true statement that deserves a much better presentation. Whitaker’s best example is weak: a professional football coach who couldn’t get his players to work hard in practice. What? This appears to me to be similar to name dropping. Surely from his vast experience Whitaker has an example of a kindergarten teacher, or a middle school teacher, or a high school math teacher, or even a principal not following up on their threats. The distracting topics addressed in this chapter are:
  - o Consequences and punishments
  - o Smiling before thanksgiving
  - o Classroom management of challenging students
  - o Personal story of being the class clown which though interesting seems completely unrelated and deserving of a different topic in another chapter (maybe the 18<sup>th</sup> thing?)
  - o Identification of types of students, which is addressed in the book of Proverbs as four types:
    - Mocker – the rebellious leader who needs to be removed

- Fool – the follower that needs to be disciplined
  - Simpleton – one who lacks basic information and merely needs instruction
  - Wise – the model student
- I am not impressed by someone who has few years in the classroom, and instead went quickly into administration. Yet, they want to lecture on classroom management, teaching strategies, etc. In Whitaker's case with limited time in the classroom he moved from administration into a guru of educational theory while mingling that with business and marketing himself as a motivational speaker and self-help coach. I am more impressed with the teacher who thrives in the classroom for decades because they are a classroom teacher and not someone trying to escape the classroom or trying to move up the pay scale. There are teachers and there are professionals. The two are not synonymous.