

Teaching Strategies Table ¹		
STEPS	TEACHING STRATEGIES	WATER QUALITY PROGRAM OUTREACH EXAMPLES
STEP 1: Connect – establish a relationship between the learners and the content, connecting it to their lives.	Discussion Hands-on involvement Brainstorming How many of you...? Guided imagery Cooperative learning Simulation Mind mapping Sensory awareness	Brainstorm: When I say the word “stream,” what do you think of? Compile a list
STEP 2: Attend – analyze what just happened by attending to their own experience.	Analyze Step 1 Discuss Step 1 Write about Step 1	Discuss: Looking at the list, what items could we group together? (e.g., all items related to pollution, recreation).
STEP 3: Imagine – visualize the concept, as the learners understand it and experience it.	Structured creative drama Group experience Guided imagery Performer Metaphors and similes Concept mapping	Do the guided imagery activity from Project WILD Aquatic, “Riparian Retreat.”
STEP 4: Inform – receive and examine the expert knowledge.	Videos Slides Overheads PowerPoint Lecture Textbooks Reference materials Demonstrations Guided Tours Internet/Web Maps, charts, graphs Satellite conferencing	Give a presentation on water quality and how we measure it: <ul style="list-style-type: none"> • Biological monitoring • Chemical monitoring

¹ Adapted from *Soil and Water Conservation District Outreach: A Handbook for Program Development, Implementation and Evaluation*, Ohio Department of natural Resources, Division of Soil and Water Conservation, 2003 and from B. McCarthy (1980, 2000).

Examples of Teaching Strategies		
STEP 5: Practice – practice the learning as the experts do it.	Drill and practice worksheet Structured activity Structured writing Controlled experiment	Do the activity “Macroin-vertebrate Mayhem: from Project WET. Practice how to do chemical testing.
STEP 6: Extend – see how it works for the learner.	Inquiry Open-ended experimenting Tinkering Problem solving Unstructured exercise Kinesthetic experiences Field investigations Model making Hands-on tasks	Go to a nearby stream and monitor the water quality at two locations.
STEP 7: Refine – evaluate the extension from Step 6.	Analyze Step 6 Sharing Peer presentations Committee reports Demonstrations Graphic presentations Portfolio	Present group reports and compare results. Discuss similarities and differences.
STEP 8: Perform – look for relevance and connections to larger ideas that are immediately useful to the learner.	Invent new applications Develop future uses Simulations Role playing Creative projects Action projects Service Learning	Create a public display to teach others about water quality.

References:

McCarthy, B. (2000). *About Teaching: 4MAT® in the Classroom*. Wauconda, IL: About Learning, Inc.

McCarthy, B. (1980). *The 4MAT® System: Teaching to Learning Styles with Right/Left Mode Techniques*. Barrington, IL: EXCEL, Inc.

http://www.aboutlearning.com/what_is_4mat.htm