

## Heart of Wisdom's 4 Step Lessons

Each lesson in this book contains four basic steps. These four steps are a cycle of instruction based on the four learning styles identified in *The 4Mat System* developed by Dr. Bernice McCarthy. Each of the four steps teaches to one of these four learning styles. This cycle of learning is based on the fact that different individuals perceive and process experiences in different, preferred ways; these preferences comprise our unique learning styles. Students become comfortable with their own best ways of learning, and grow through experience with alternative modes. The chart below gives an overview of the four learning styles.

<b>Type 1</b>	<b>Type 2</b>	<b>Type 3</b>	<b>Type 4</b>
<p>A Type One learner is one who perceives concretely and processes by thinking through an idea.</p> <p>Type Ones are “people” people. They learn by listening and sharing ideas and by personalizing information. They need to be personally involved and seek commitment. They tackle problems by reflecting alone and then brainstorming with others. They demonstrate concern for people. They excel in viewing concrete situations from many perspectives and model themselves on those they respect.</p>	<p>A Type Two learner is one who perceives abstractly and processes actively working with an idea.</p> <p>Schools are made for these types of learners. They are eager learners who think through ideas. They are thorough and industrious, and excel in traditional learning environments. They are excellent at discerning details and at sequential thinking. They tackle problems rationally and logically. They are less interested in people than concepts.</p>	<p>A Type Three learner is one who perceives abstractly and processes by thinking through an idea.</p> <p>Ninety-five percent of the engineers tested are Type 3. They excel at down-to-earth problem solving. They are common-sense people. They have a limited tolerance for fuzzy ideas. They experiment and tinker with things. They tackle problems by acting (often without consulting others). They need to explore, manipulate, and experience things to understand how things work.</p>	<p>A Type Four learner is one who perceives concretely and processes actively working with an idea.</p> <p>These types of learners seek to influence others. They learn by trial and error. They are self-discovery learners. They thrive on challenge. They adapt to change and relish it. They tend to take risks and are at ease with people. They perceive things with emotions and process by doing. They need to be able to use what they have learned.</p>

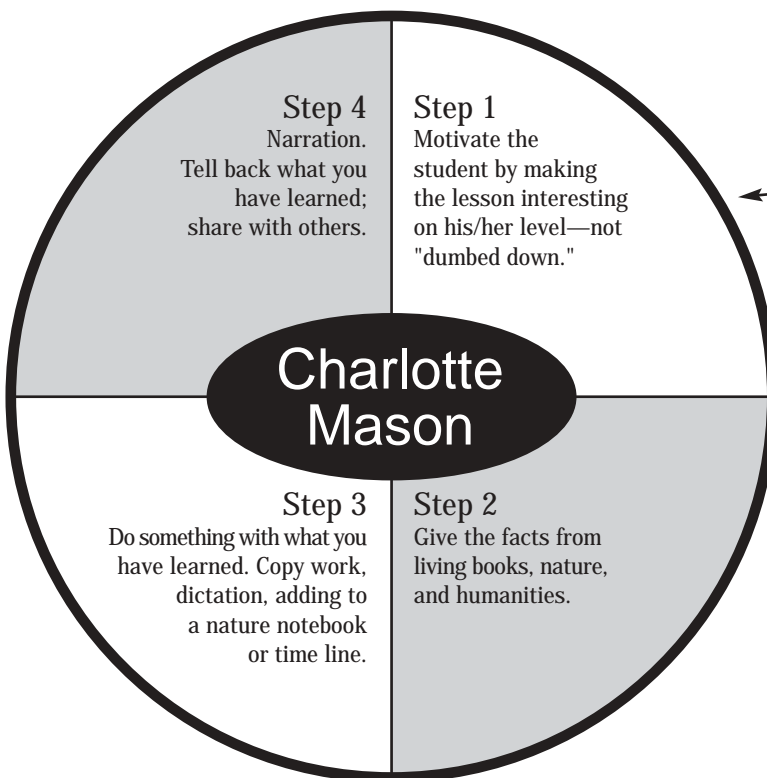
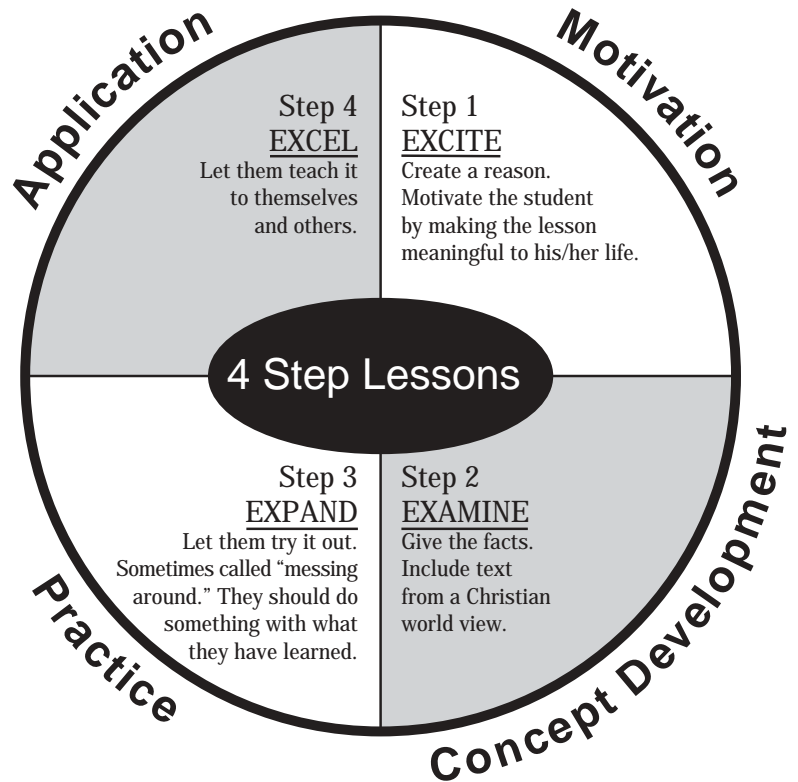
The most important thing to realize about learning styles is that one style is not better than another. We all have different intellectual strengths. No one fits into a box; we are all unique individuals created by God. Each of us is a combination of the four types, more or less, in one or two categories. Studies show that seventy percent of children do NOT learn well through the way the schools teach—lecture/textbook/test—most students need more. The Bible teaches that we are all different parts of the body of Christ and that one part is no better than another part (1 Corinthians 12:12-25).

The 4MAT® model consists of four instructional goals:

1. Motivating students
2. Teaching ideas and facts
3. Experimenting with Concepts & Skills
4. Integrating new learning into real life.

It addresses four styles of learners:

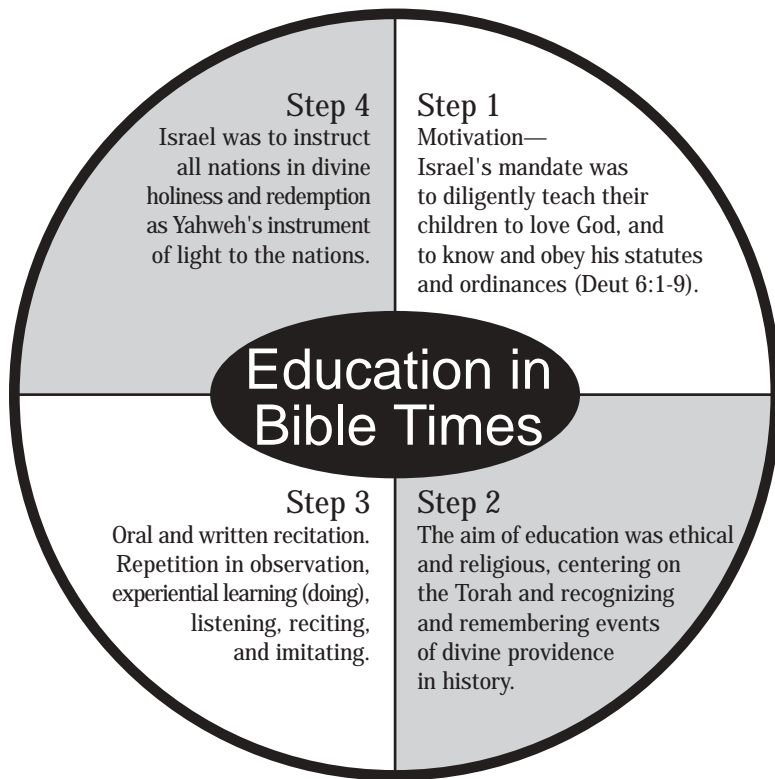
1. Those who learn by listening and sharing ideas
2. Those who learn by conceptualizing — integrating their observations into what is known,
3. Those who learn by experimenting—testing theories in practice
4. Those who learn by creating—acting and then testing their new experience



**Charlotte Mason and 4Mat!**

The Heart of Wisdom approach creates lesson plans using Charlotte Mason methods and teaching to the four styles.

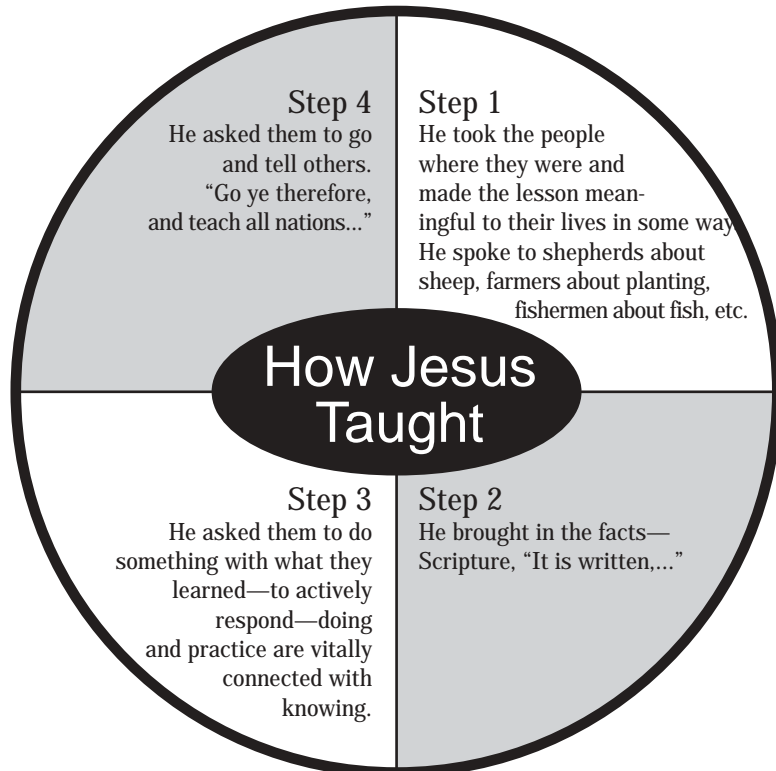
Its a new creative way to organize Charlotte Mason's unique methods.



Modern-day science may have come up with the 4Mat System, but is it really a new way to teach or have we had this pattern all along?

Ultimately, biblical education is instruction in a lifestyle. For this reason, the apostle Paul reminded his pupil Timothy, *you ... know all about my teaching, my way of life ... continue in what you learned ...* (2 Tim 3:10,14). Not only is biblical education a lifestyle —it is a lifetime!

The 4Mat lessons are designed so that all learning styles are addressed, in order that more than one type of student may be permitted to both “shine” and “stretch.” Each lesson contains “something for everybody,” so each student not only finds the mode of greatest comfort for him/her, but is challenged to adapt to other, less comfortable but equally valuable modes.



Studies show that this four-step method motivates students to comprehend the material better and retain the information longer. Dozens of studies have been done comparing the 4Mat System to traditional textbooks. These studies show again and again that students learning under the 4Mat System achieved significantly greater gains than students in the textbook group.<sup>1</sup>

Since the development of this teaching approach, Dr. McCarthy has achieved national recognition as a leader in the instructional field. The 4MAT System is being used by hundreds of thousands of teachers throughout the country to design and develop unit plans for every age group; kindergarten, college, law, medical schools, etc. In documented field studies of the 4Mat System the following outcomes have been found to recur consistently:

**Improved Retention** .....From the earliest stages of implementation, students show significantly better recall of information when taught with the 4MAT System.

**Higher Achievement** .....On objective achievement tests measuring knowledge, comprehension, application, and analysis, 4MAT students score significantly higher than their traditionally taught counterparts.

**Increased Motivation** .....Qualitative studies show that teachers and students display more-positive attitudes toward learning with 4MAT than with traditional methods. Teachers report more frequent collaboration, greater commitment to assessment, and a deeper appreciation of the teacher's role as a motivator.

**Improved Thinking Skills** .....In studies measuring analytical and creative thinking, 4MAT students show a substantially better command of basic thinking skills than control groups. Improvements tend to be most dramatic in verbal and figural creative thought.

**Lower Remediation** .....4MAT substantially improves success rates with at-risk and special-education students. The need for re-teaching also declines.

1. For more on this subject see: [Learning Styles: Reaching Everyone God Gave You to Teach](#) by Marlene D. Lefever, (forward by Bernice McCarthy) or [About Learning](#) by Bernice McCarthy.