MAP IT

Using the 4 Cs to Design and Deliver Great Training

This micro-course was created for the South Carolina Center for Child Care Career Development.

SOUTH CAROLINA
CHILD CARE TRAINING SYSTEM

MAPS …

MAPS ...

help you reach your destination.

MAPS ...

help you reach your destination.

show you the easiest way to get there.

MAPS ...

help you reach your destination.

show you the easiest way to get there.

keep you on track so you don't get lost.

MAPS ...

help you reach your destination.

show you the easiest way to get there.

keep you on track so you don't get lost.

show you where you are along the way.

There is a **MAP** that will do the same for any training you design and deliver.

It's called the

4Cs

and it's quick and easy to learn and to use.

C1
- Book Browse-photos
- JOLT
- Slogan

C2
- Pair-Share
- Window Pane
- Mark Up

C3
- Card Game
- Create Plans using Books

C4
- Gallery Walk
- Shout Out
- Ticket Out-To Do List

The 4 Cs will:

1- Connections
PAIR SHARE

2- CONCEPT
INTERACTIVE LECTURE
WITH
BLOCK S ACTIVI

GALLERY WALK ABOUT
MUSIC

STAND, STRECH

4- Conclusion
MINI REVIE
WITH
POWERPOINT

3- Concrete Practice
TRUTH/MYTH CARD GAME
ROLE PLAY

REVIEW
BALL TOSS FINALE

help you reach your learning objectives.

show you the easiest way to get there.

keep you on track.

show you where you are along the way.

Because you
will be making
your own 4 Cs map,
you will need:

a piece of blank
paper,
1 or 2 markers,
some sticky
notes.
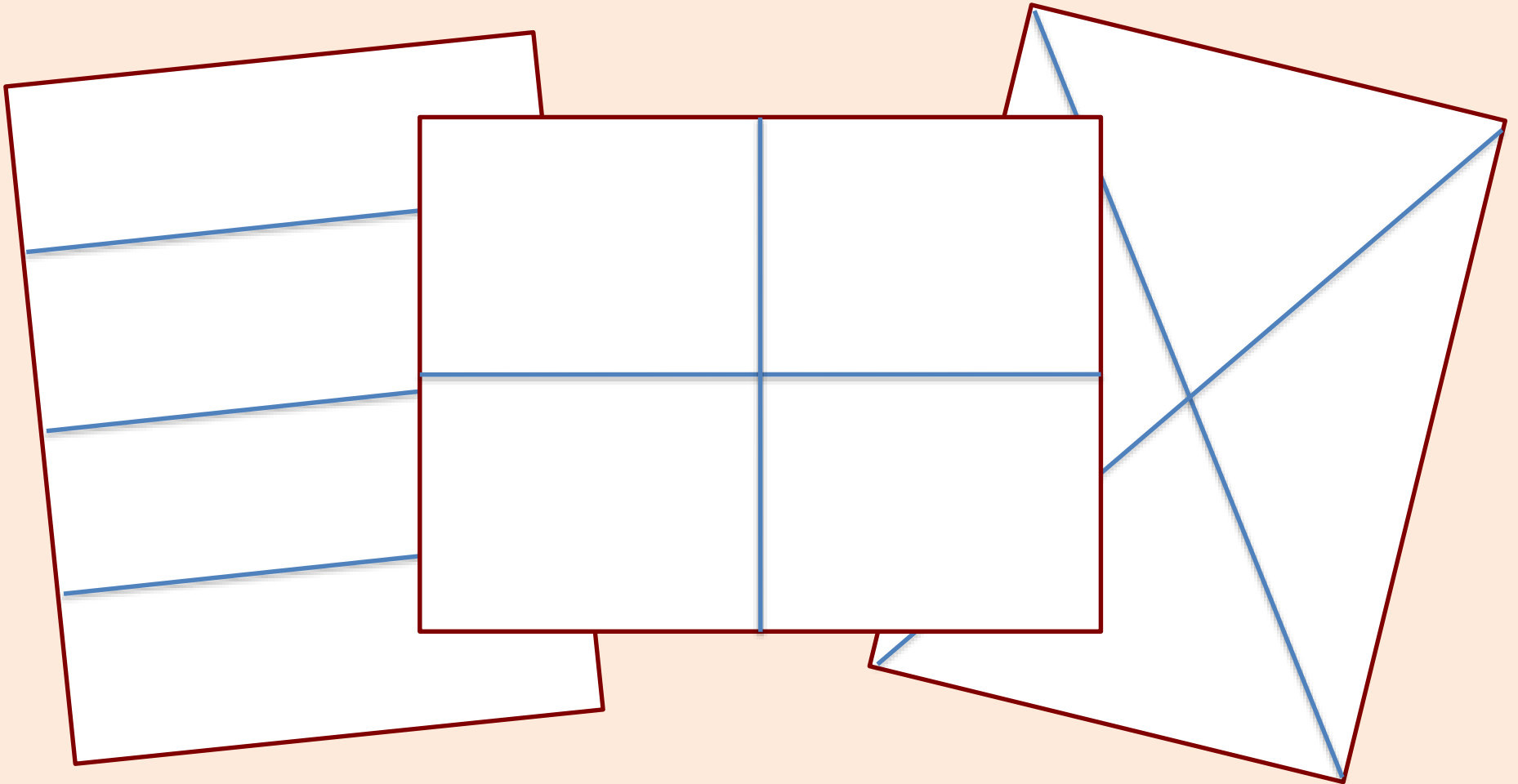
Lines

and Signs

4Cs
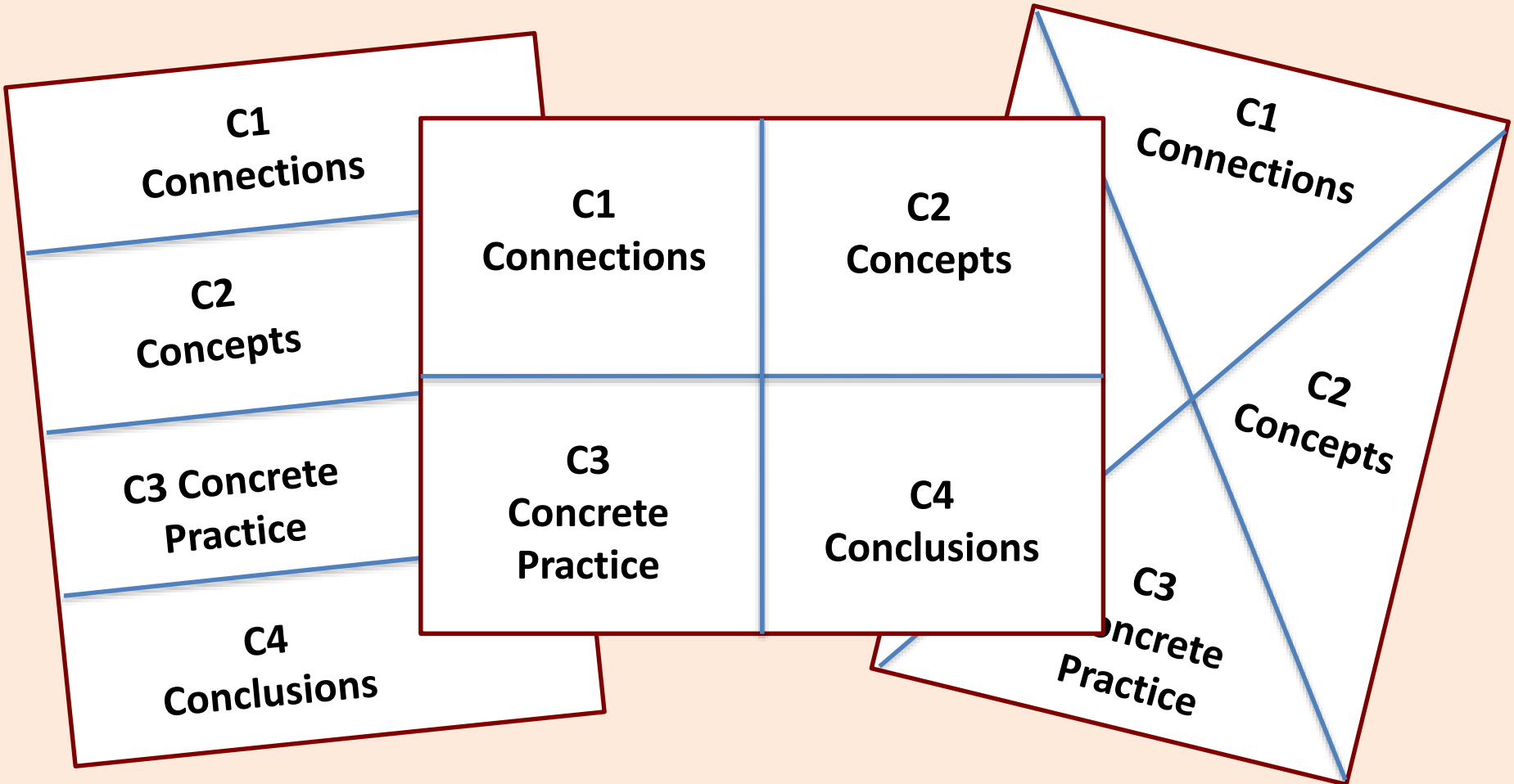
Use lines to divide your paper into 4 sections.

These are examples of some of the ways you can do it.

Label each section with a "sign."

C1
Connections

C2
Concepts

C3 Concrete
Practice

C4
Conclusions

C1
Connections

C2
Concepts

C3
Concrete
Practice

C4
Conclusions

C1
Connections

C2
Concepts

C3
oncrete
Practice

Now you're ready to use your map.

Pop Quiz

Why is it important to use a 4 Cs map when designing instruction? Choose all statements that apply, then click to the next slide for the answers.

A. To help keep you on track.

B. To help you reach the learning objectives.

C. Because the map looks good on a wall.

D. To show you where you are along the way.

E. To show the easiest way to get there.

F. Because everyone is using a map these days.

Pop Quiz

A. To help keep you on track.

B. To help you reach the learning objectives.

D. To show you where you are along the way.

E. To show the easiest way to get there.

Yes, the map will help do all the above.

Link
learners
to learners
and
learners
to the topic.

Use short opening activities that:

* connect learners to what they already know (or think they know) about the topic.

* connect learners to each other in meaningful ways.

* connect learners to what they want to learn (their own learning goals).

Examples of C1 Activities

TABLE TALK: Learners participate in a short table group discussion about what they want to learn from the class.

DATA HUNT: Learners gather previously-learned data from other table group members and share this data with their own table groups.

THINK AND WRITE: Learners write their own personal learning goals, then share what they wrote with their table group.

STANDING SURVEY: Learners ask other table group members what they hope to be able to do with what they learn in the class. They summarize this information when back with their own group.

Tools for Your Trainer's Toolbox

Table Talk

Data Hunt

Think and Write

Standing Survey

Put the welcome, introductions, announcements, learning objectives, and anything else **AFTER** the connection activity.

C1 – Connections

Connection Activity: Table Talk
Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

C3 – Concrete Practice

C4 – Conclusions

Pop Quiz

Which statements ARE examples of effective C1 activities (tools) that connect learners to the topic and to each other? Choose your responses, then click to the next slide for the answers.

1. In pairs or triads, learners do a one-minute discussion about what they already know about the topic.

2. Each learner stands and introduces himself or herself to the class.

3. In table groups, learners discuss which of the course learning objectives are most important to them and why.

4. The instructor introduces herself to the group with a personal story.

Pop Quiz

1. In pairs or triads, learners do a one-minute discussion about what they already know about the topic.

3. In table groups, learners discuss which of the course learning objectives are most important to them and why.

Yes, #1 and #3 are effective C1 tools.

Sticky Notes Summary

Sticky Note #1: Write your own one-sentence summary of C1 Connections. Use slides #18 - #19 as a guide, if necessary.

Sticky Note #2: Write the title of a connection activity (tool) you plan to use as part of the C1 step of the map.
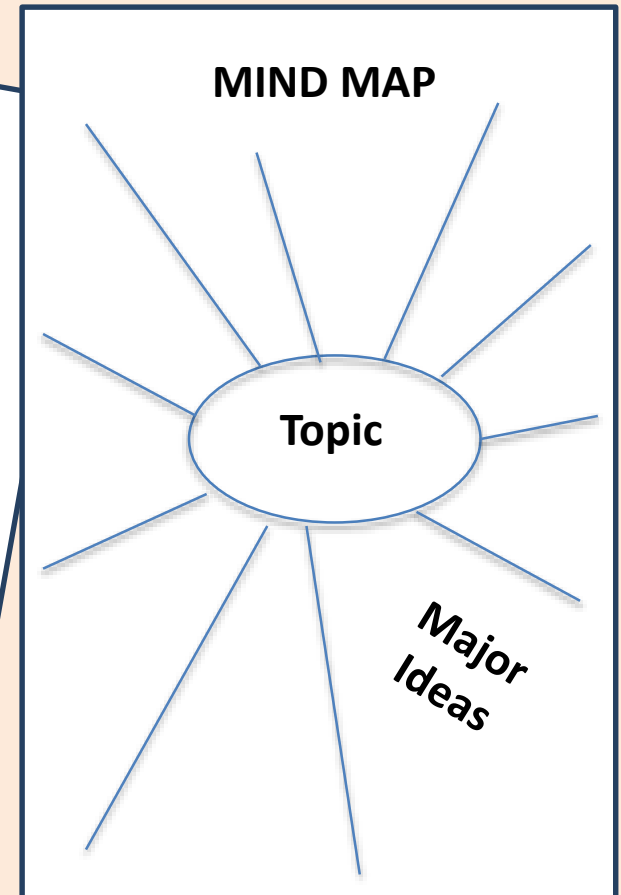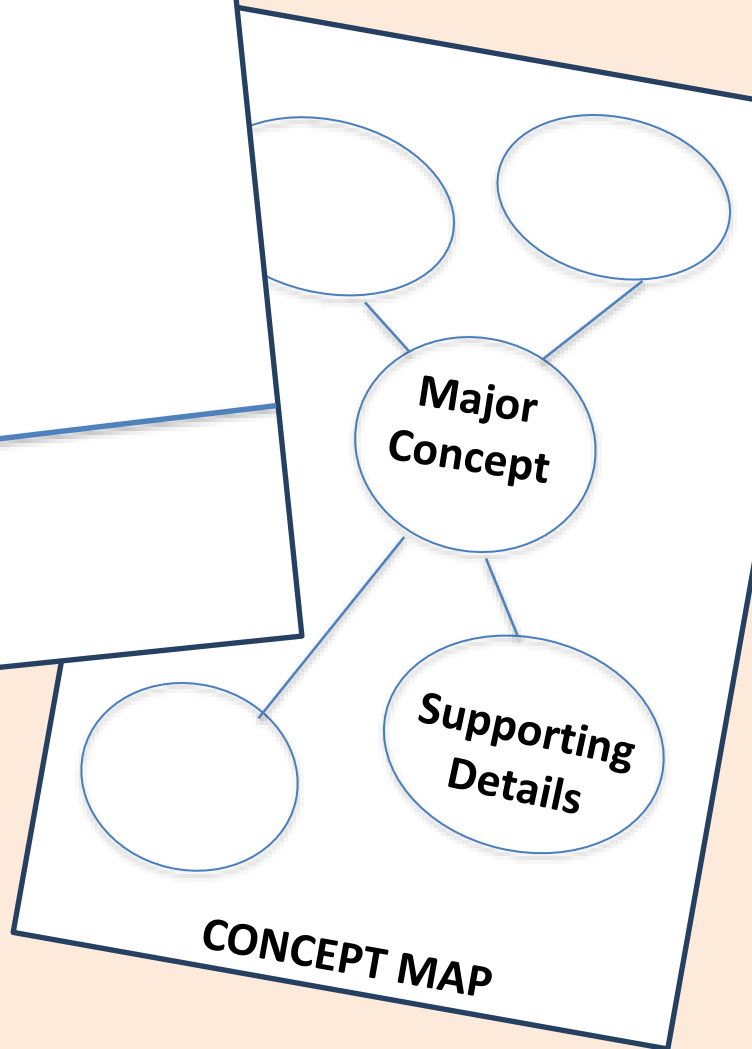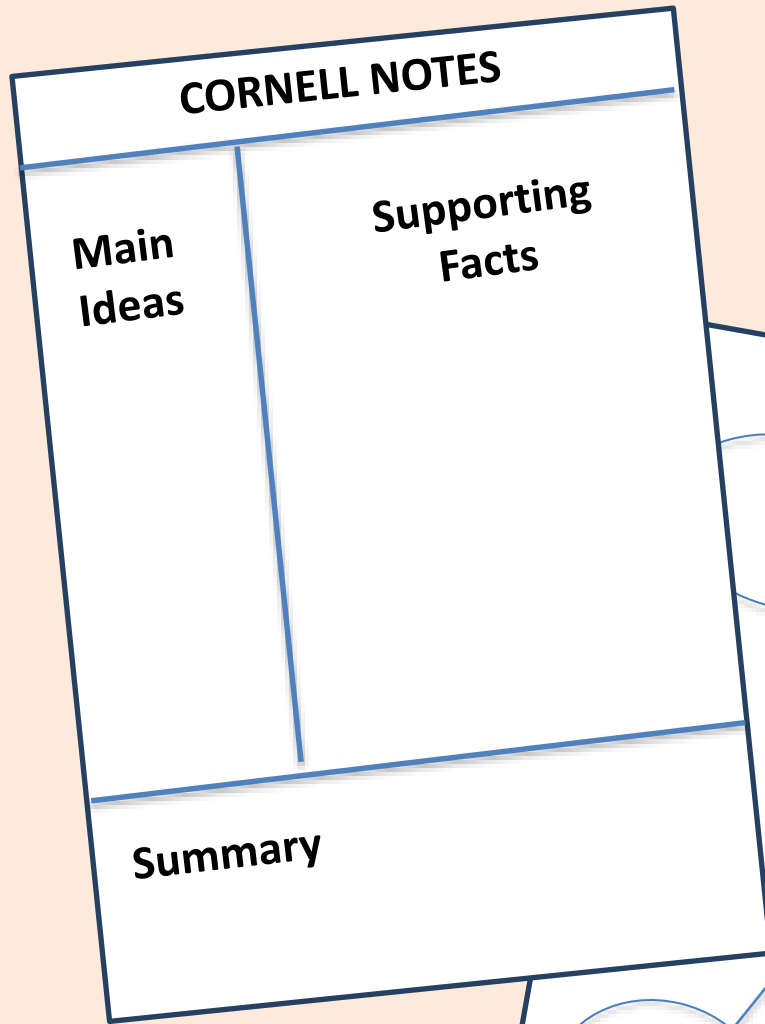
Post your 2 sticky notes on C1 of your map.

Teach content in small "chunks" of 10-20 minute segments.

Have learners take notes on a graphic organizer.

CORNELL NOTES

Main Ideas

Supporting Facts

Summary

Google "graphic organizers" for free examples and templates.

CONCEPT MAP

Major Concept

Supporting Details

MIND MAP

Topic

Major Ideas

Follow each content chunk with a 1-minute review.

Examples of C2 Review Activities

STANDING QUIZ: Learners stand, pair up, and ask each other a content-related question. If they each answer correctly, they sit back down.

ONE-SENTENCE SUMMARIES: Learners write and then share one-sentence summaries of the main ideas presented so far.

PAIR SHARE: Learners form pairs or triads and share what they feel are the most important facts they have learned so far.

PASS THE QUESTION: Each learner writes a content-related question on an index card and then passes the card to another table member who writes the answer for a group discussion later.

Tools for Your Trainer's Toolbox

Standing Quiz

One-Sentence Summaries

Pair Share

Pass the Question

**Insert
1-minute
review activities
BETWEEN
each content
segment.**

C1 – Connections

Connection Activity: Table Talk
Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

Content Segment #1 with Graphic Organizer
1-Minute Review: Pair Share
Content Segment #2 with Graphic Organizer
1-Minute Review: Sentence Summaries

C3 – Concrete Practice

C4 – Conclusions

Pop Quiz

You decide if the statement below is a myth or a fact. Then click to the next slide to check your answer.

1. If you have a lot of information to cover, lecturing for a full fifty minutes and then taking a ten minute break is an effective method of instruction.

Check your answer:

1. If you have a lot of information to cover, lecturing for a full fifty minutes and then taking a ten minute break is an effective method of instruction.

MYTH. You may be able to cover all the material, but this is the least effective method of instruction as far as learner retention of content is concerned. Learners need time to think about, write about, and discuss the information being learned *as they learn it*.

Pop Quiz

You decide if the statement below is a myth or a fact. Then click to the next slide to check your answer.

2. It's wise to divide your content into smaller segments and engage learners in short, quick review activities between segments because they will remember more of the content this way.

Check your answer:

2. It's wise to divide your content into smaller segments and engage learners in short, quick review activities between segments because they will remember more of the content this way.

FACT. Research from cognitive neuroscience proves that the human brain learns better and can retain information longer when learning is interspersed with short periods of active review.

Pop Quiz

You decide if the statement below is a myth or a fact. Then click to the next slide to check your answer.

3. When learners take notes while listening to a lecture, they will remember more of the material, especially if the instructor pauses to allow time for learner reflection and writing.

Check your answer:

3. When learners take notes while listening to a lecture, they will remember more of the material, especially if the instructor pauses to allow time for learner reflection and writing.

FACT. More of the brain is engaged when learners have time to think about and write about what they have heard.

Sticky Notes Summary

Sticky Note #3: Write a short summary of one change you plan to make in your content delivery the next time you teach or train.

Sticky Note #4: Write the title of a 1-minute review activity (tool) you plan to use during the C2 Concepts step.

Post your 2 sticky notes on C2 of your map.

C3
Concrete
Practice

4Cs

Have learners
do an
active skills
practice
or
active review
of content.

Use concrete practice activities that:

* actively involve and engage ALL
   learners, not just a few.

* are high-energy, interesting, and
   meaningful to learners.

* reinforce the skills being learned or
   the information that has been
   taught.

Examples of C3 Practice Activities

TABLE GROUP PRACTICE:
Learners work together to practice a skill or play a review game. They teach each other and give each other feedback.

TABLE GROUP PRACTICE:
Learners work collaboratively to build a 3-dimensional representation of major concepts. They fill in a review worksheet and discuss how to apply the content to their jobs.

For 3-D activities, have craft materials available such as pipe cleaners, clay, markers, popsicle sticks, scissors, colored paper, stickers, etc.

Tools for Your Trainer's Toolbox

skills practice

active review game

3-D concepts representation

review worksheets

discussions about application of content

ALL learners **PARTICIPATE** in an active review of major concepts.

C1 – Connections

Connection Activity: Table Talk
Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

Content Segment #1 with Graphic Organizer
1-Minute Review: Pair Share
Content Segment #2 with Graphic Organizer
1-Minute Review: Sentence Summaries

C3 – Concrete Practice

Active Review Game: Myth or Fact
Review Worksheet

C4 – Conclusions

Pop Quiz

1. The C3 activities should involve and engage _____ _____, not just a few.

2. C3 activities are always interesting and _____ to learners.

3. Concrete practice activities _____ the skills being learned or the information that has been taught.

Check your answers:

1. The C3 activities should involve and engage _____ ALL _____ LEARNERS, not just a few.

2. C3 activities are always interesting and _____ MEANINGFUL to learners.

3. Concrete practice activities _____ REINFORCE the skills being learned or the information that has been taught.

Sticky Notes Summary

Sticky Note #5: Write a short description of a practice activity (tool) you might use the next time you instruct others.

Sticky Note #6: Write a short summary of what learners should be doing during the C3 step of the map.
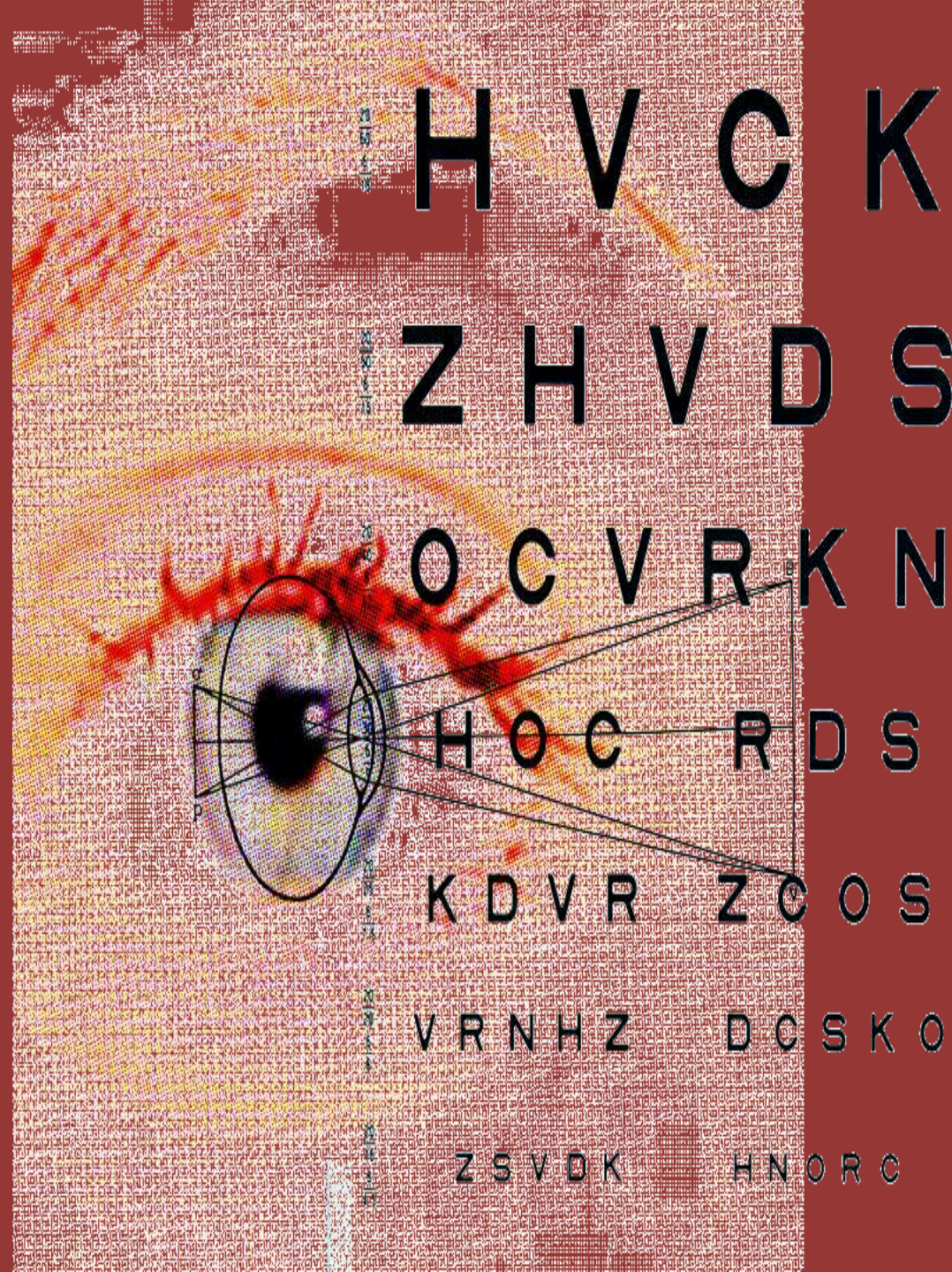
Post your 2 sticky notes on C3 of your map.

Give learners time to summarize and evaluate what they have learned.

Learners also need to make a commitment to use the new skills or new knowledge.

Include conclusion activities in which:

* learners create verbal or written summaries of what they have learned.

* learners discuss or write how they plan to use what they have learned.

* learners do verbal or written evaluations of what they have learned.

* learners celebrate the class completion and the collaboration with other learners.

Examples of C4 Conclusion Activities

THE WALKABOUT: In pairs or triads, learners walk around the perimeter of the room discussing the most important concepts they learned and what they plan to do with this knowledge back on the job.

RAPS AND RHYMES: Table groups create short raps, poems, or songs with motions for content summaries. They lead the whole group in the recitation, singing and moving.

CELEBRATION TIME: Learners stand and give specific class members verbal compliments for their contributions to the learning. They applaud each other and do fast and quick handshakes or high-fives with everyone in the room.

Tools for Your Trainer's Toolbox

The Walkabout

Raps and Rhymes

Celebration Time

Put the
celebration activity
LAST
so everyone leaves
feeling positive
about the
learning experience.

C1 – Connections

Connection Activity: Table Talk
Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

Content Segment #1 with Graphic Organizer
1-Minute Review: Pair Share
Content Segment #2 with Graphic Organizer
1-Minute Review: Sentence Summaries

C3 – Concrete Practice

Active Review Game: Myth or Fact
Review Worksheet

C4 – Conclusions

Evaluations
The Walkabout
High-Fives Celebration

Pop Quiz

C4 Conclusions should include which four pieces? Choose one of the three lists, then click to the next slide.

1. Introductions, learning goals, agenda, housekeeping

2. Summaries, evaluations, action plans, celebration

3. One-minute reviews, graphic organizers, skills practice, review games

Pop Quiz

2. Summaries, evaluations, action plans, celebration

Yes, #2 is the correct list for C4 Conclusions.

Sticky Notes Summary

Sticky Note #7: How does the C4 Conclusions step of the map differ from the closing activities of most traditional training programs?

Sticky Note #8: Write a title and description of a C4 activity (tool) you plan to use the next time you teach or train.

Post your 2 sticky notes on C4 of your map.

MAP REMINDERS:

MAP REMINDERS:

The 4 Cs map is a basic outline of your lesson, class, or training.
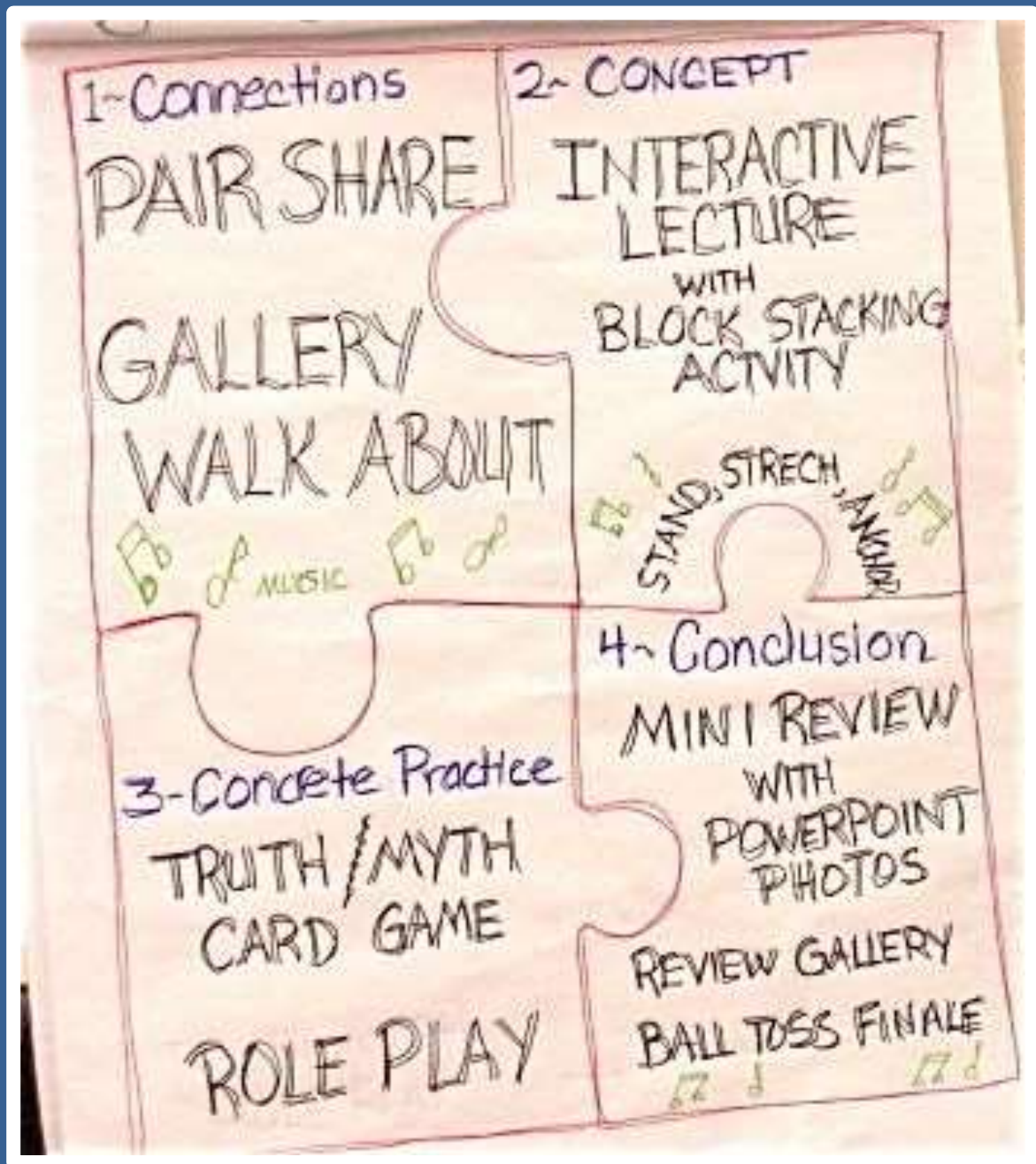You have to fill in the content and details.

MAP REMINDERS:

The 4 Cs map is a basic outline of your lesson, class, or training. You have to fill in the content and details.

You will need to figure out how much time to allow for each step of the map. This will depend on the total training time and the amount of content. The steps can be as long or as short as necessary.

MAP REMINDERS:

The 4 Cs map is a basic outline of your lesson, class, or training.
You have to fill in the content and details.

You will need to figure out how much time to allow for each step of the map. This will depend on the total training time and the amount of content. The steps can be as long or as short as necessary.
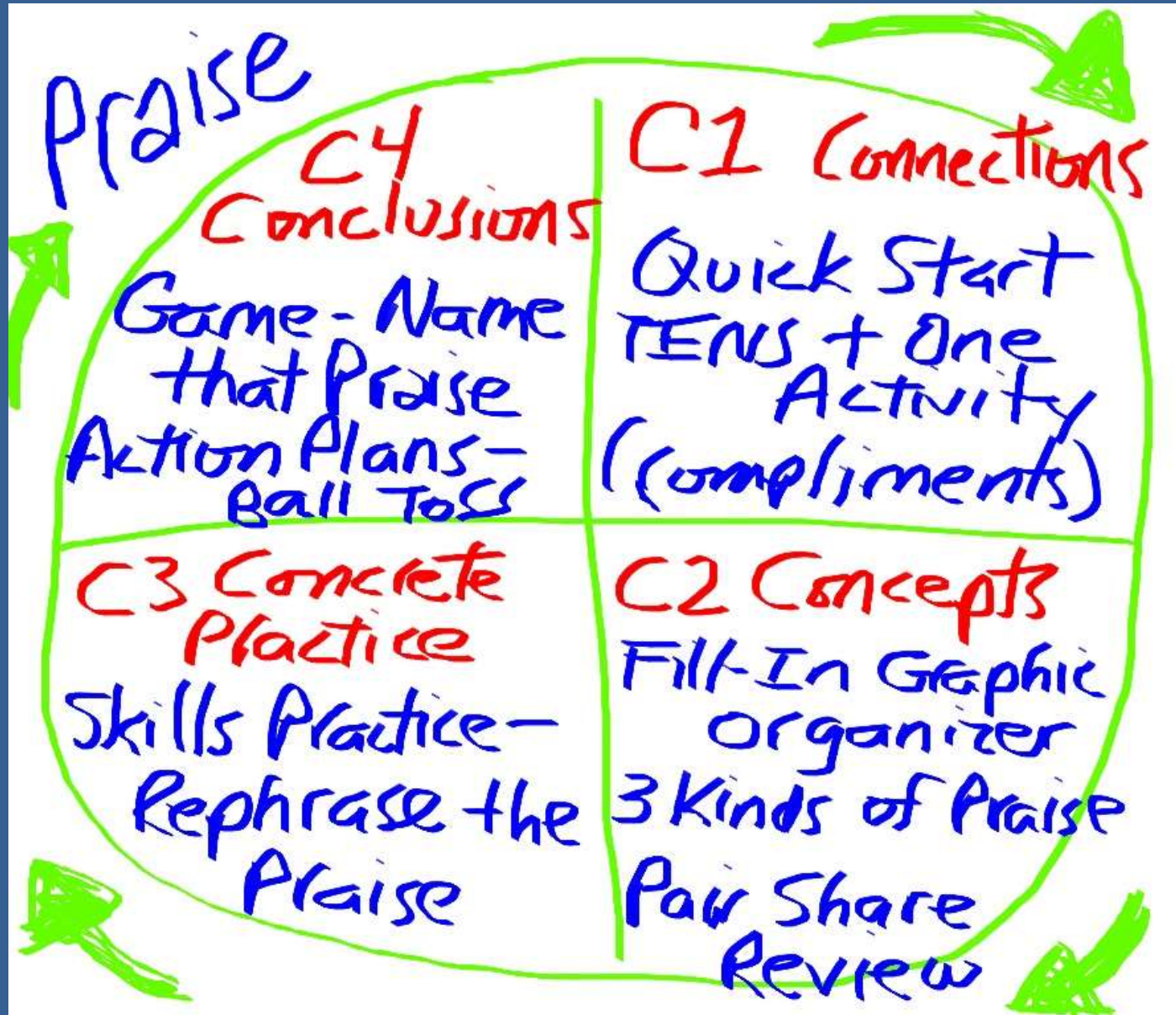
Post your map where you can see it as you teach.
You may still decide to write out a detailed script,
but the map will be your quick, visual guide.

4 Cs Map Example

4 Cs Map Example

Praise

C4 Conclusions
Game - Name that Praise
Action Plans—
Ball Toss

C1 Connections
Quick Start
TENS + One
Activity
(compliments)

C3 Concrete Practice
Skills Practice—
Rephrase the
Praise

C2 Concepts
Fill-In Graphic
Organizer
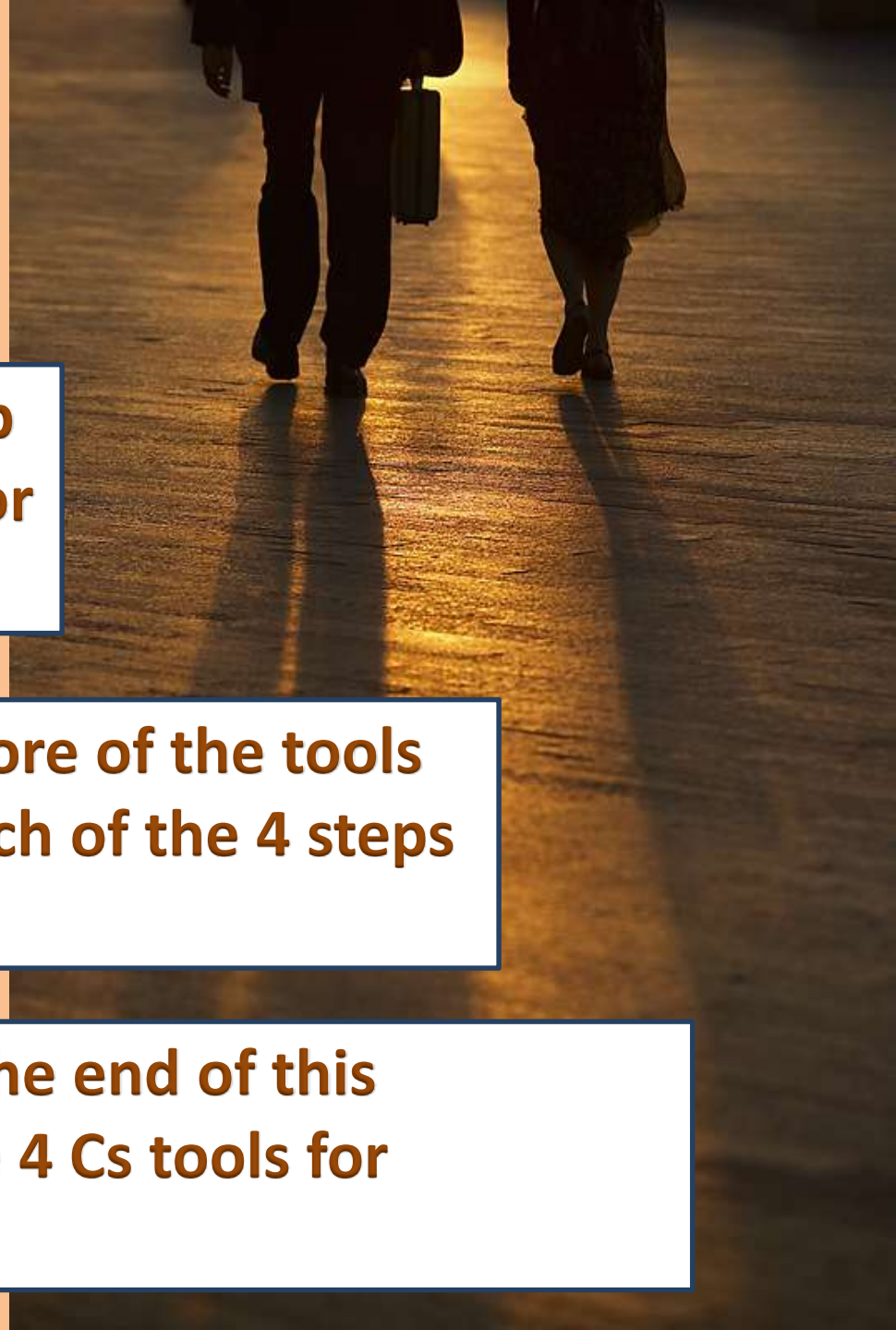3 Kinds of Praise
Pair Share
Review

4 Cs Map Example

Next Steps

1. Create a 4 Cs map for your next class or training.

2. Use one or more of the tools (activities) in each of the 4 steps of the map.

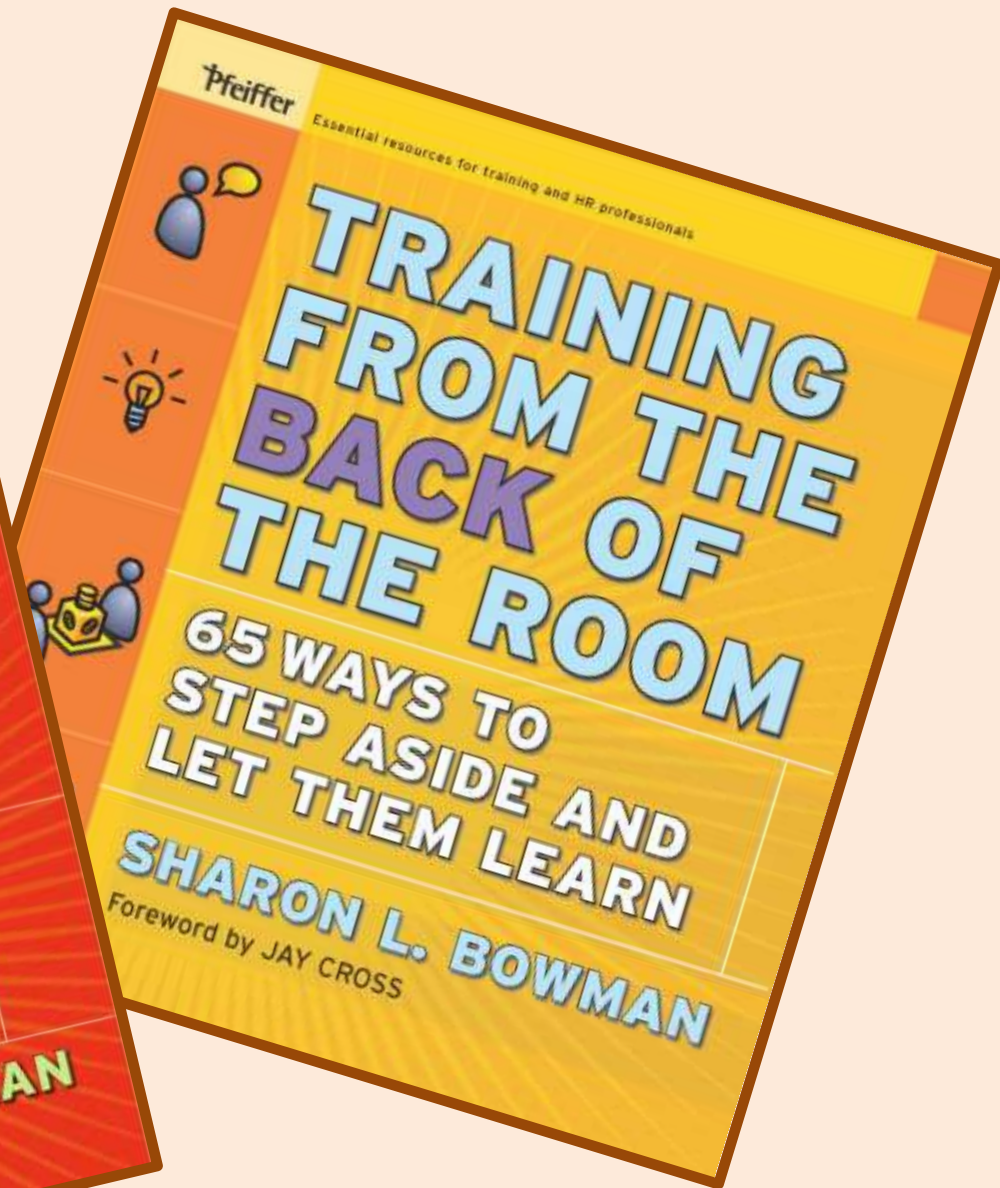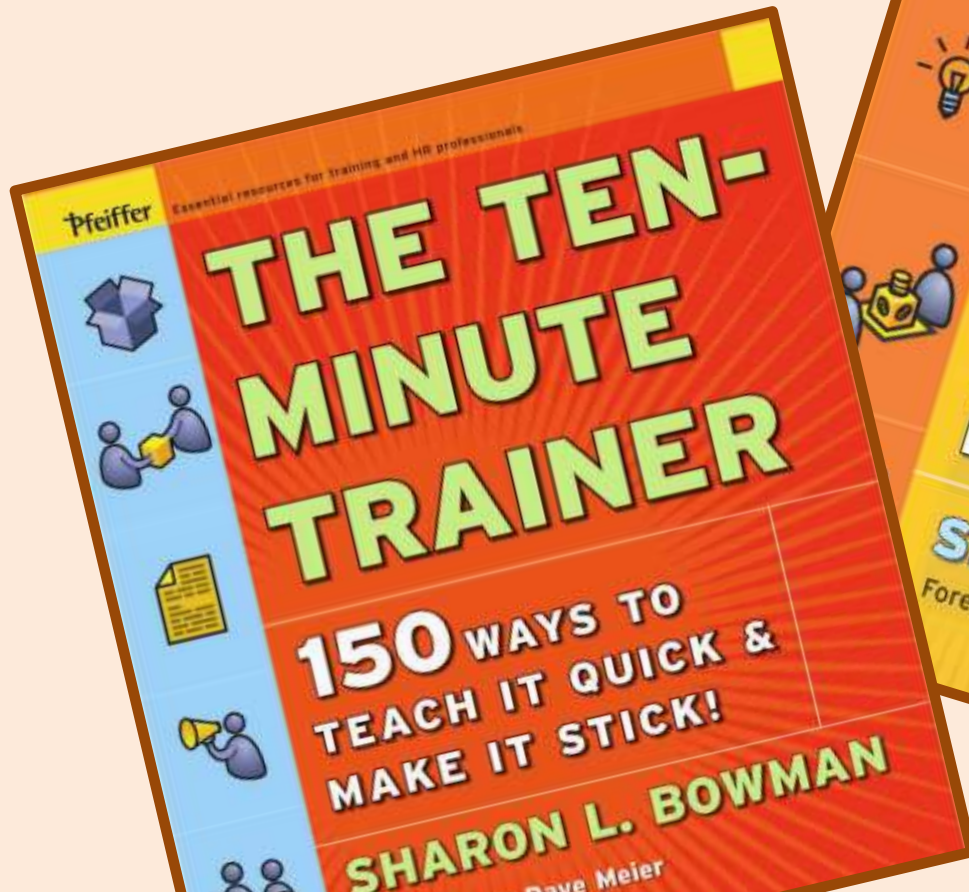3. Explore the resources at the end of this micro-course to gather more 4 Cs tools for your trainer's toolbox.

SOUTH CAROLINA
CHILD CARE TRAINING SYSTEM

A note to all trainers for the South Carolina Center for Child Care Career Development:

If you have completed this micro-course as part of your course requirements for Principles of Adult Learning, please photocopy your 4 Cs training map and e-mail it to: melissa.starker@dss.sc.gov.

Please be sure to include your name and contact information.

The content for this micro-course
is from the following resources
and is used with permission
from the author:

Pfeiffer *Essential resources for training and HR professionals*

THE TEN-MINUTE TRAINER

150 WAYS TO TEACH IT QUICK & MAKE IT STICK!

SHARON L. BOWMAN

Dave Meier

Pfeiffer *Essential resources for training and HR professionals*

TRAINING FROM THE BACK OF THE ROOM

65 WAYS TO STEP ASIDE AND LET THEM LEARN

SHARON L. BOWMAN

Foreword by JAY CROSS

www.amazon.com for book purchases
www.Bowperson.com for free book excerpts

Resources for more 4 Cs information:

Go to the following on www.slideshare.net:

"Teaching Adults ANYTHING in 4 Easy Steps"

"How to Design Great Training: Begin with the End in Mind"

**SOUTH CAROLINA
CHILD CARE TRAINING SYSTEM**

Slide set created for the South Carolina
Center for Child Care Career Development

Slide set created by Sharon L. Bowman,
President, Bowperson Publishing & Training, Inc
www.Bowperson.com;   SBowperson@gmail.com

Special thanks from the Center for Child Care Career Development to the South Carolina trainers whose photos are part of this micro-course.

Photo Copyright Credits

www.clipart.com; commercial license

Bowman and CCCCD photo collection; used with permission

****

Licensing Permission