

How to Teach Concepts

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



After participating in this micro-course, you will be able **to successfully present** concepts and content using proven adult learning principles.

Being able to present concepts and content correctly is the second step of the 4Cs instructional design and delivery “map.”

C1 – Connections

C2 Concepts

C3 – Concrete Practice

C4 – Conclusions



The 4Cs is a practical and useful training design and delivery model.

To learn how to use all four steps of the 4Cs model, click on the micro-course titled “Map It: Using the 4Cs to Design and Deliver Great Training.**”**

C1 – Connections

C2 – Concepts

C3 – Concrete Practice

C4 – Conclusions

**You have this much
content to teach**



**in this much
time.**



**Important
Information**

It's ALL
important
information.

I need to give it.
They need to
get it.

I need to teach
it all. They need
to learn it all.

Can't leave
anything out.

**Words
Words
Words
Words
Words**

CONCEPTS

CONTENT

**DETAILS
DETAILS
DETAILS**

Major Ideas and Minor Ideas

**Lecture
Material**

**Need-to-Know and
Nice-to-Know**

**Important
Inform**

**I need to teach
all. They need
earn it all.**

CONCEPTS



**Words
Words
Words
Words
Words**

or Ideas

**DETAIL
DETAIL
DETAIL**

**Lecture
Material**

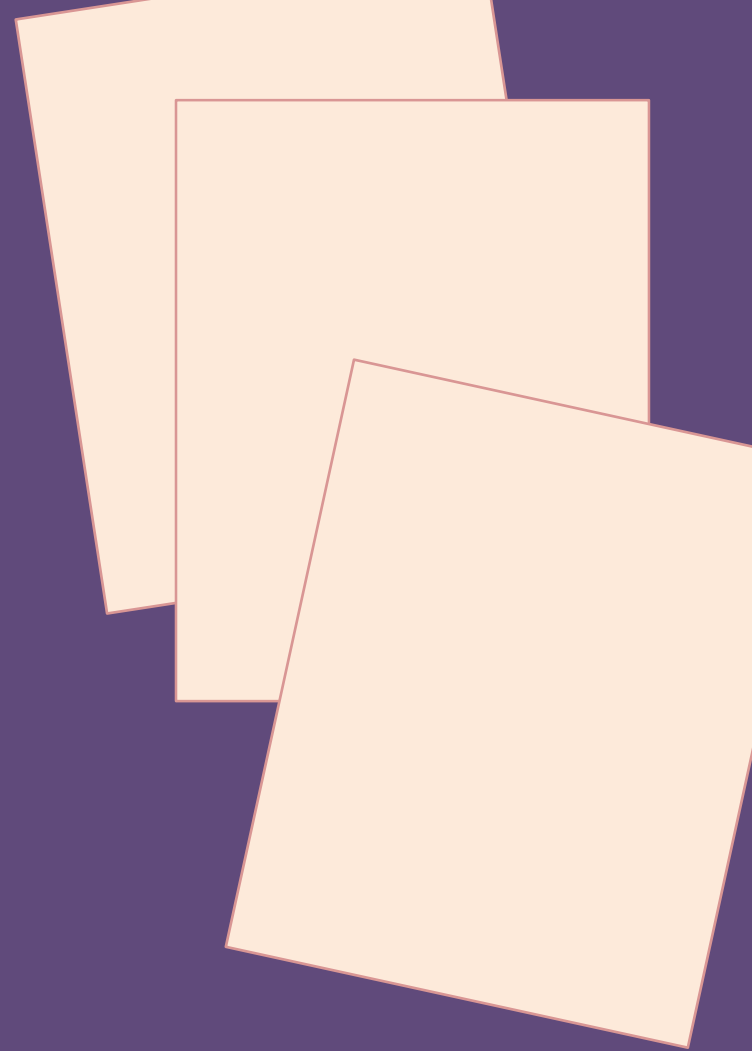
**Need-to-Know and
Nice-to-Know**





**You do NOT have to
teach everything.**

**Now, before you
read further,
get some paper
and a pencil ...**



**and
write this
down:**



**Teach only the
need-to-knows.**

**What are the
“need-to knows?”**



“Need-to-knows”
are pieces of content
that are **CRUCIAL** to the
learning or to the
learner’s job.




“Need-to-knows” are
ALWAYS tied to the
learning objectives of
the class or training.

critical
information for
job success

major concepts

important
procedures for
skill proficiency



Need-to-Knows

main ideas

crucial content that is tied to
the learning objectives

“Nice-to-knows”
are pieces of content
that are **NOT** crucial
to the learning
or to the
learner’s job.



**“Nice-to-knows” are
NOT necessary in order
to meet the learning
objectives of the
class or training.**

extra
information for
job success

minor concepts

fine-tuning procedures
for skill proficiency

supporting
details

Nice-to-Knows

non-crucial
content

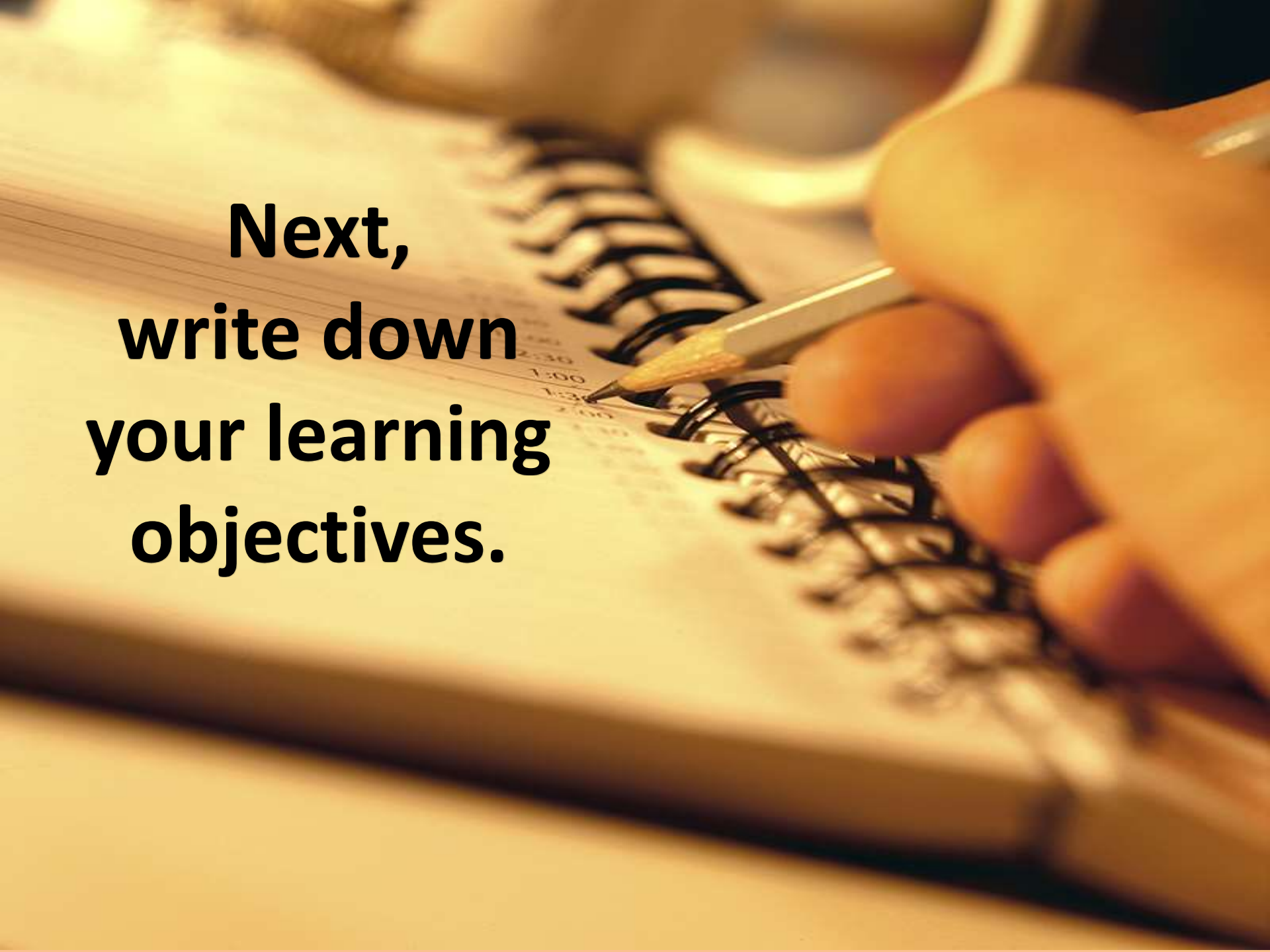
topic-related information that
might not be tied to
the learning objectives

**How do you
figure out
what content is
“need-to-know?”**



**First,
write down
the title
of your topic
(subject).**



A close-up, warm-toned photograph of a hand holding a pencil, writing in a spiral-bound notebook. The notebook is open, and the pencil is positioned over the lines. The background is softly blurred, showing a desk and a glass of water. The text is overlaid on the left side of the image.

**Next,
write down
your learning
objectives.**

“Learning objectives”
are sentences that
describe what the
LEARNER will be
able **TO DO** when
the class or
training is over.



They are **guidelines** for
content, instruction, and
evaluation.

They help you determine
what the **need-to-know**
content will be.



If you need help in writing learning objectives,
click on the micro-course titled: **“The SMART Way
to Write Learning Objectives.”**

EXAMPLE

Topic: Cognitive Development

Learning Objectives:

The learner will be able
to define and describe
cognitive development
in young children.

The learner will be able
to name at least one milestone
for each year: birth – five.

EXAMPLE

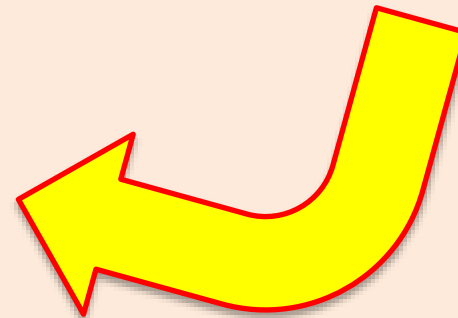
Topic: Cognitive Development

Learning Objectives:

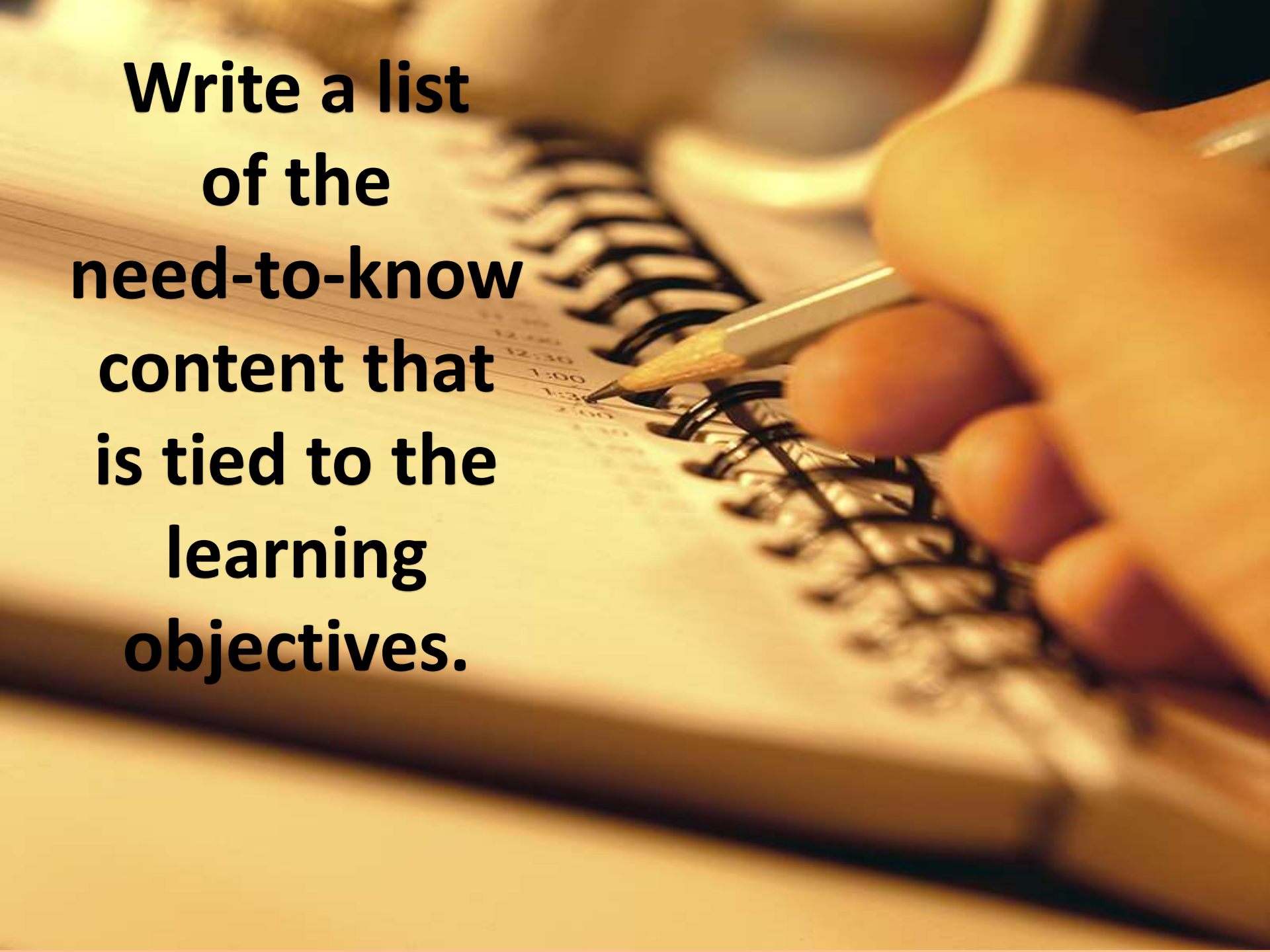
The learner will be able
to define and describe
cognitive development
in young children.

The learner will be able
to name at least one milestone
for each year: birth – five.

Ask yourself:
What content will
learners need to
know in order to
meet these
objectives?



**Write a list
of the
need-to-know
content that
is tied to the
learning
objectives.**



EXAMPLE

Topic: Cognitive Development

Learning Objectives:

The learner will be able
to define and describe
cognitive development
in young children.

The learner will be able
to name at least one milestone
for each year: birth – five.

Need-to-Know Content:

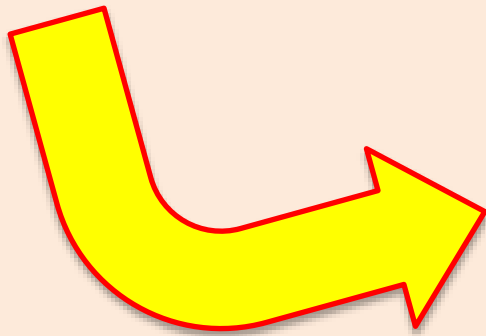
Definition and description of
cognitive development.

Cognitive milestones for the
infant.

Cognitive milestones for the
toddler.

Cognitive milestones for the
preschooler.

Teach the content on this list.



Use lecture segments,
learner activities,
slides, handouts, videos,
props, and wall charts.

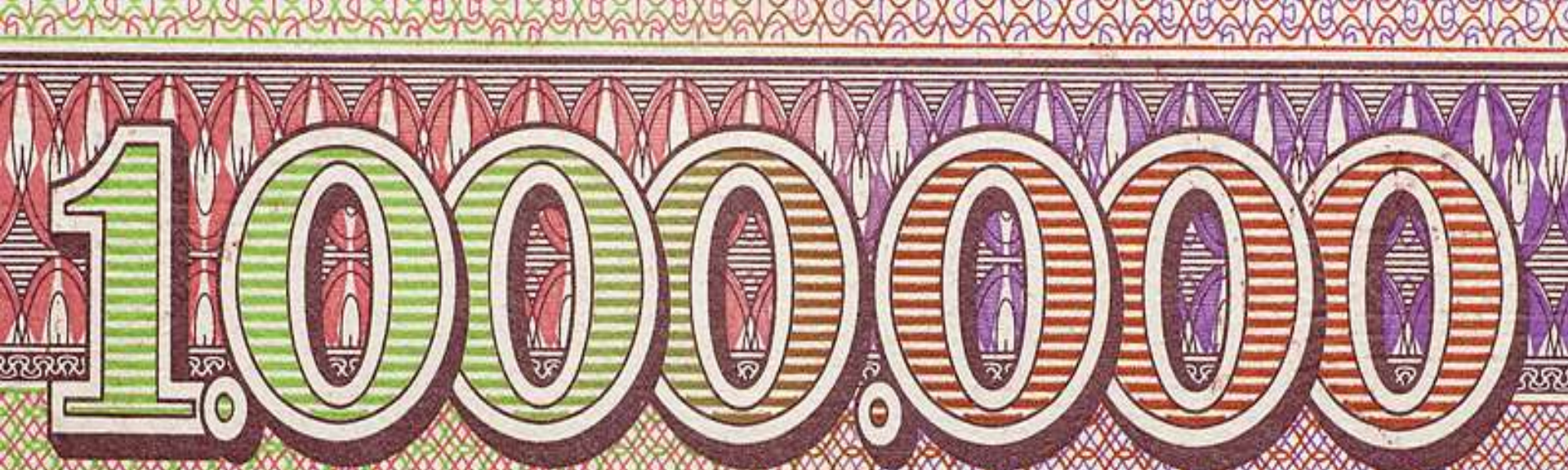
Need-to-Know Content:

Definition and description of
cognitive development.

Cognitive milestones for the
infant.

Cognitive milestones for the
toddler.

Cognitive milestones for the
preschooler.



**Now for the
million dollar question...**



Question:

**Do learners need to know
everything YOU know
about the topic?**

Question:

**Do learners need to know
everything YOU know
about the topic?**

Answer:

They DON'T.

**They only need to know
what is important
to be able to complete
the learning objectives.**



**After determining
what your need-to-
know content is,
what's next?**



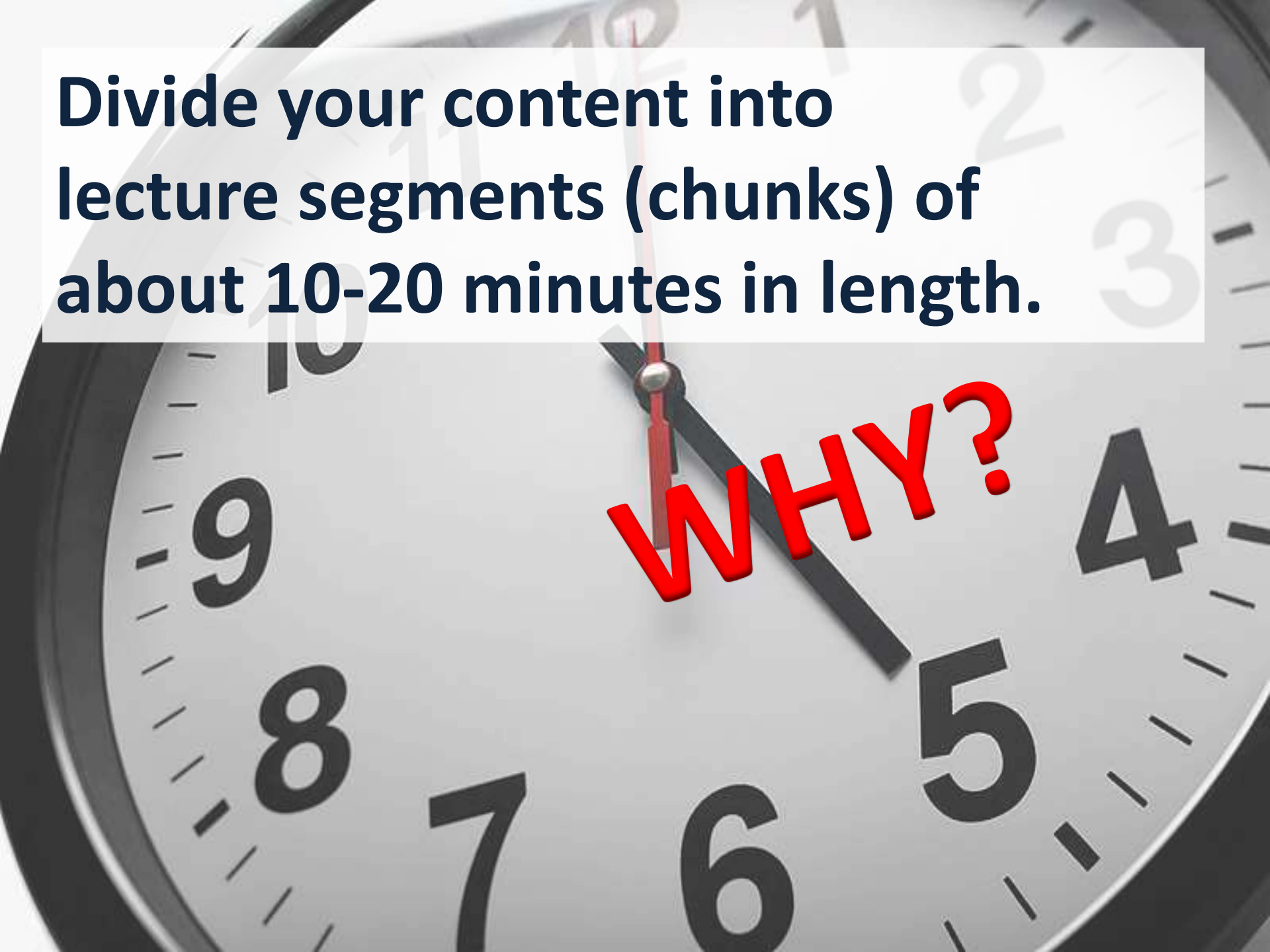
**Write this
down:**



**Teach in
ten-minute chunks.**

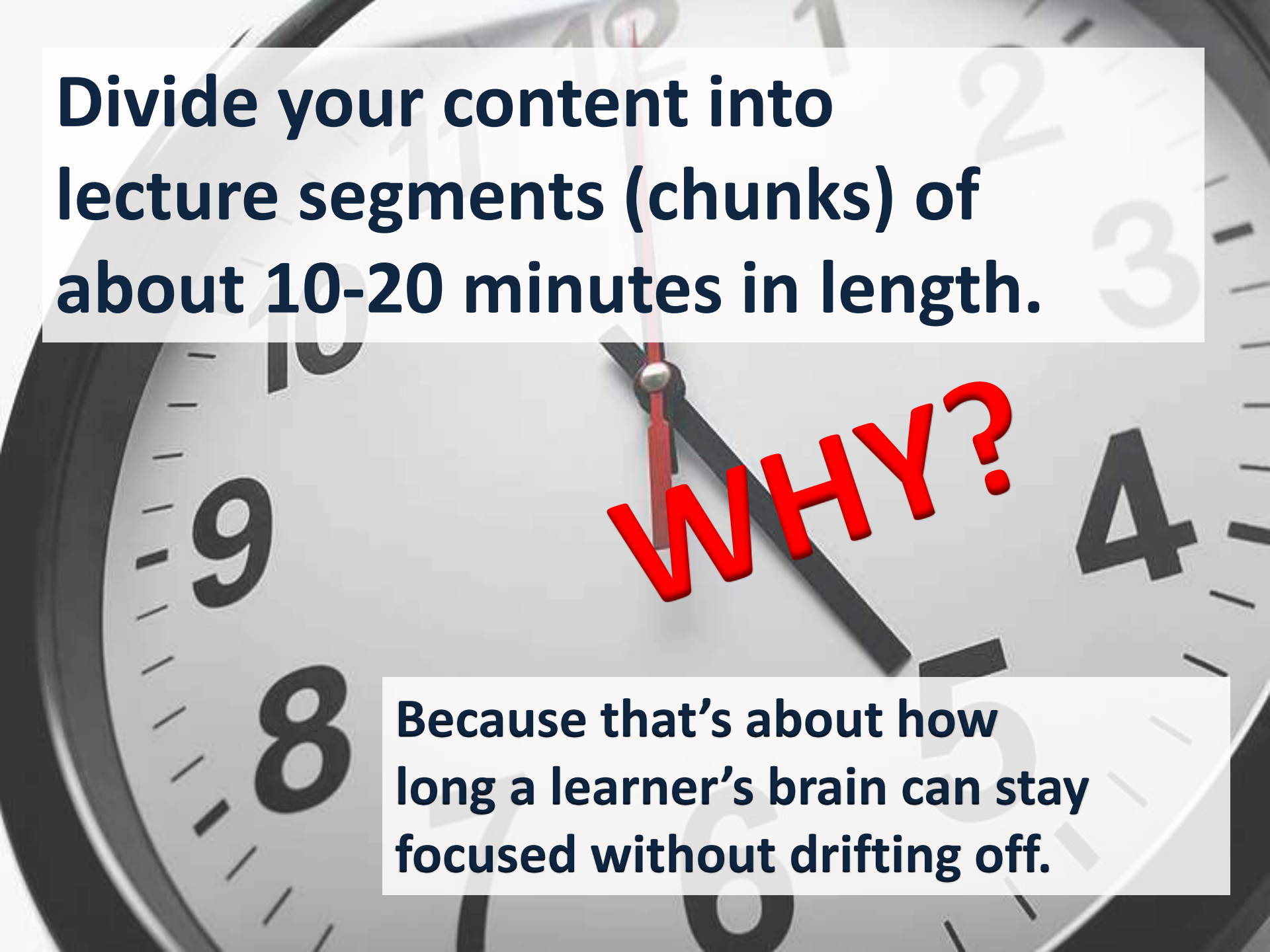
Divide your content into lecture segments (chunks) of about 10-20 minutes in length.



A close-up, slightly blurred image of a clock face. The clock has a white face with black numbers and hands. The numbers 1 through 10 are visible. A red second hand is pointing towards the 12. Overlaid on the clock face, in the lower right quadrant, is the word "WHY?" in large, bold, red 3D block letters. The text is slightly tilted and has a shadow, giving it a three-dimensional appearance as if it's floating or attached to the clock.

**Divide your content into
lecture segments (chunks) of
about 10-20 minutes in length.**

WHY?



**Divide your content into
lecture segments (chunks) of
about 10-20 minutes in length.**

WHY?

**Because that's about how
long a learner's brain can stay
focused without drifting off.**

In between each
lecture segment,
learners do a
1-minute active
review of content.



Examples of 1-Minute Active Reviews

- * **Pair-Share** – With a partner, learners discuss the major concepts from the lecture.
- * **Think and Write** – Learners write summary statements about what they have learned.
- * **Shout Out** – Learners take turns verbally stating important facts until a pre-determined number of statements is reached.
- * **Stand, Stretch, and Speak** – While standing up learners take turns leading a physical stretch and verbally summarizing the major concepts. The other learners copy each stretch.

**Write this
reminder:**



**Use 1-minute
active reviews between
lecture segments.**

**What about
DURING a lecture
segment?**

**What should learners DO
besides listening?**

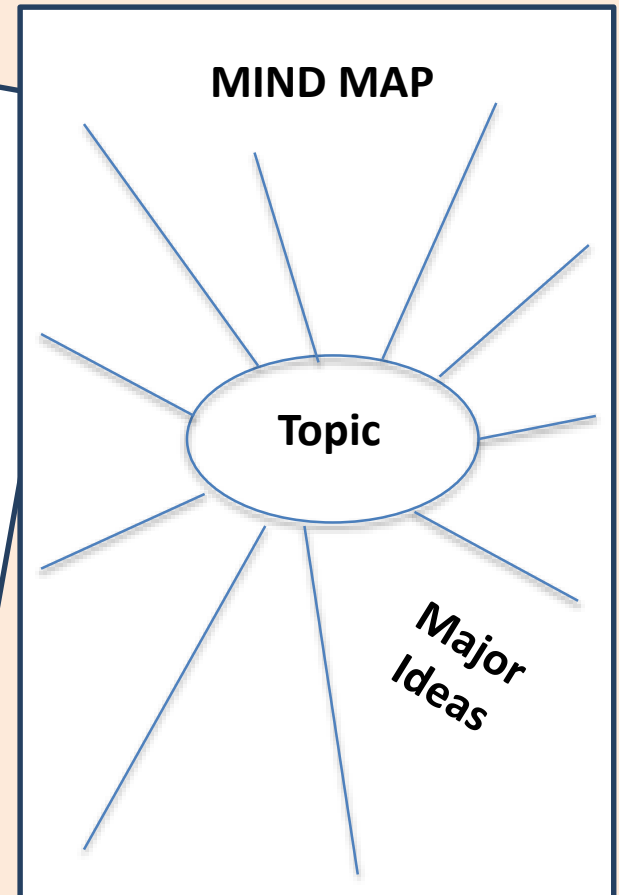
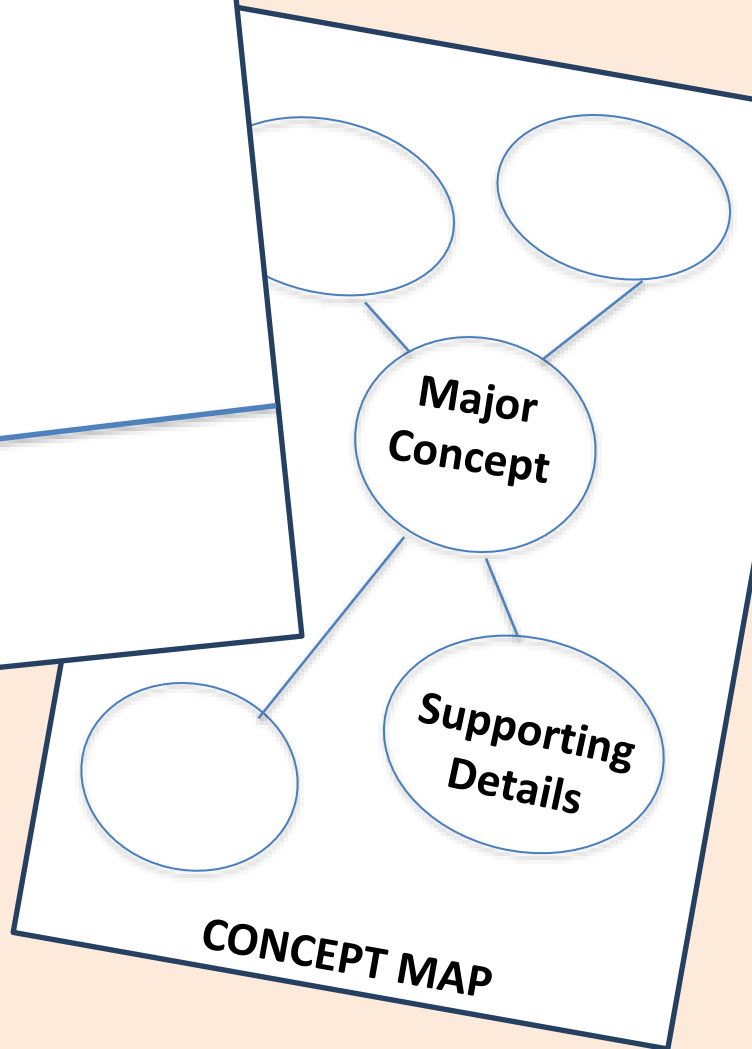
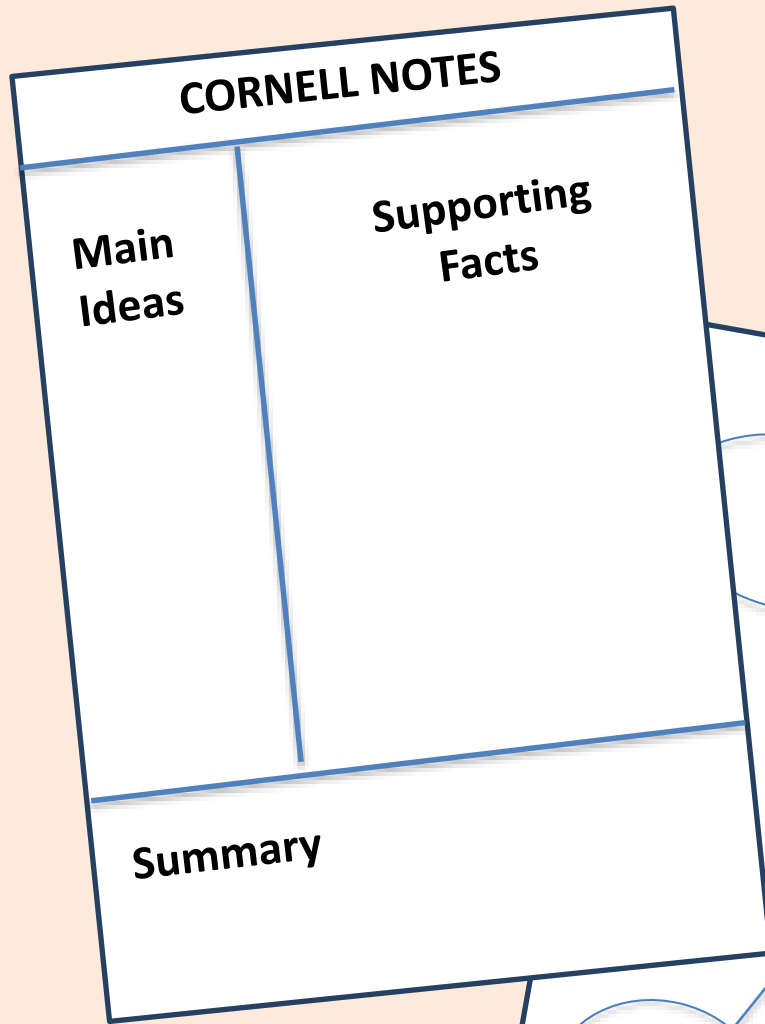




Learners
should take
notes on a
graphic
organizer.

A graphic organizer is a visual-spatial note-taking page that you give to learners, or learners make for themselves, before the instruction begins.

Some Examples of Graphic Organizers



More Examples of Graphic Organizers

- * **Windowpane** – Learners fold blank paper into 4, 8, or 16 boxes (“windowpanes”). They summarize or draw an image of an important fact in each box.
- * **Fill-in-the-Blanks** – Learners fill in a pre-made worksheet that is missing important words or phrases.
- * **Blackout Bingo** – Using a windowpane worksheet (see above), learners print a topic-related word or phrase in each box from a list you give them. When they hear you explain a concept from their “Bingo” sheet, they circle it or cross it out. When they have all boxes marked, they call out “Bingo!” and receive a round of applause.



**Do a Google search for more
“graphic organizers” and for
free examples and templates.**

**Write
another
reminder:**



**Give learners a
graphic organizer
to use.**

Think and Click

The next slide lists some concepts from this micro-course. Read the list and decide which items are “need-to-know” and which are “nice-to-know.”

Write your answers down and then check them by clicking to the slide that follows the list.

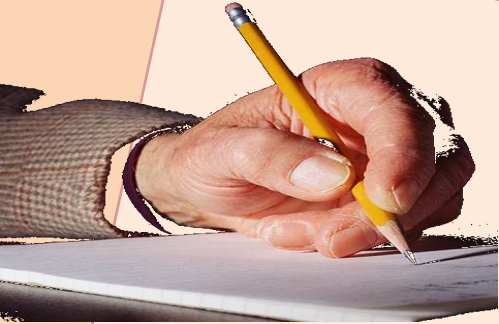


List of Concepts

- 1 Teach only the need-to-knows.
- 2 Include the nice-to-know content only if you have time.
- 3 Teach in 10-minute chunks.
- 4 10 minutes is a guideline, not a hard and fast rule.
- 5 Use 1-minute active reviews between lecture segments.
- 6 Sometimes review activities can last longer than 1 minute.
- 7 Give learners a graphic organizer to use.
- 8 Learners can also make their own note-taking page.

List of Concepts

- 1 Teach only the need-to-knows. **Need-to-Know**
- 2 Include the nice-to-know content only if you have time.
Nice-to-Know
- 3 Teach in 10-minute chunks. **Need-to-Know**
- 4 10 minutes is a guideline, not a hard and fast rule. **Nice-to-Know**
- 5 Use 1-minute active reviews between lecture segments.
Need-to-know
- 6 Sometimes review activities can last longer than 1 minute.
Nice-to-Know
- 7 Give learners a graphic organizer to use. **Need-to-Know**
- 8 Learners can also make their own note-taking page. **Nice-to-Know**



My Notes

- Teach only the need-to-knows.**
- Teach in 10-minute chunks.**
- Use 1-minute active reviews between lecture segments.**
- Give learners a graphic organizer to use.**



My Action PLan

How do you plan to use what you have learned from this micro-course?

Write your action plan down and post it where you can see it. It will remind you to use this information the next time you teach or train.



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 requirements for **Principles of Adult Learning**, please photocopy your **Notes and Action Plan** pages and e-mail them to: melissa.starker@dss.sc.gov. Be sure to include your name and contact information (email or phone number).



**This slide set was created for the South Carolina
Center for Child Care Career Development.**

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