



## Theoretical Foundations

In the introduction to this unit, a brief overview of the methodology behind its creation was included. In planning the activities for this teaching unit, consideration was given to important pedagogical and methodological issues in learning. Thirty years of educational research confirms that different children have different learning styles. Thus, any comprehensive teaching unit must include activities that appeal to a variety of learners. This allows each student the opportunity to engage in learning activities that are suited to his/her learning style.

The educational research of Bernice McCarthy, David Kolb, Kathleen Butler and David Hunt, has become the basis for the development of the 4MAT model. This curriculum development model accommodates the main types of learners identified in academic literature. Theories of right and left-brained learning indicate that there are four main types of learners and that each of them will have either a right or a left-brained partiality. This means that an inclusive unit must include at least eight learning activities that correspond to these different learning styles.

By using the 4MAT model for unit creation, teachers are able to best serve their students; allowing them to demonstrate skills that are already strong, and develop those that require enrichment. This is the theoretical basis of differentiated teaching and learning – a concept that has been adopted by the Peel District School Board. The 4MAT curriculum development model was employed in the creation of this teaching unit to ensure that the resource accommodates all students and will complement initiatives on differentiated learning.



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The 4MAT model consists of teaching strategies that address the ranges of learning modes including concrete experience, reflective observation, abstract conceptualisation and active experimentation. Each of these learning modes is found in all individuals to varying degrees. By combining a balanced mix of these teaching strategies, Healthy Sexuality's teaching units, such as "*Changes In Me*" and "*Helping Teens*", will nurture an active learning environment that encourages positive outcomes for both students and teachers. An example of the 4MAT unit planning model follows for your reference.

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### Quadrant One

\*Teacher as Motivator \*Imaginative Learning \*Making Connections  
\*Integrating Experience with the Self

**1R** - Guest speakers, skits, vignettes, videos, large group activities, games, questionnaires, simulations, field trips, brainstorming, student-generated questions, question boxes

**1L** - Journal writing, reflective writing, classifying, analysing, listening, teacher-led discussions, speaking, student-led discussions, sharing, summarising, small group work or discussions, rubrics, ordering, oral reports

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### Quadrant Two

\*Teacher as Instructor \*Analytic Learning \*Formulating Ideas \*Thinking Through Ideas

**2R** - Artistic projects including art, music, songs, poetry studies, poems, dance, drama, monologues, descriptive writing, guided imagery, stories, analogies, metaphors, collages, creation of collections, albums, media projects including television, radio, video, web page, internet

**2L** - Reading assignments, research, Socratic lectures, overheads, lectures by teacher or students, note-taking, demonstrations

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### Quadrant Three

\*Teacher as Facilitator \*Common Sense Learning \*Applying Ideas  
\*Applying Skills and Knowledge

**3L** - Science or social science lab exercises, scientific inquiry, drills, worksheets, tests, quizzes, case studies, activity cards

**3R** - Student-generated questions, question boxes, jigsaw group work, student-generated tests or puzzles, diaries, journal entries, peer-coaching, tutoring or evaluation exercises, autobiographical writing, personal reflective writing

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### Quadrant Four

\*Teacher as Colleague \*Dynamic Learning \*Creating Original Adaptations  
\*Creating Experiences \*Taking Risks

**4L** - Group projects, individual projects, problem-solving, (situational) decision-making, preparation for group or individual oral presentations, organising, researching, conferencing

**4R** - Class presentations, fairs, displays, shows, exhibitions, plays, seminars, debates, panels, art exhibitions, music or dance recitals

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If an educator teaches this unit in its entirety, all eight components will have been addressed. While each lesson has a specific focus, since there are often a number of activities and opportunities for evaluation, many lessons cover multiple criteria.

**Lesson One:** 1R and 3R, **Lesson Two:** 1R/1L, **Lesson Three:** 2L/2R and 4L/4R,  
**Lesson Four:** 3L and 4L, **Lesson Five:** 3L and 4L, **Lesson Six:** 2L/2R and 3R,  
**Lesson Seven:** 1R and 4L, **Lesson Eight:** 1R and 4R