

# The 4-MAT Lesson Plan

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*Adapted by Amy Dorsch for USY/Kadima settings*

The 4-MAT lesson plan is process of delivering information based off of an *experience*. It is a four part (8 step, some can be combined) process intended to engage participants in an active and interactive way. It allows the participant to focus more on the learning process than content, meaning it is not just what you want them to *know* but also what you want them *to do* to achieve the lesson objective.

The 4-MAT process is best used for informal educational settings because it builds off and is centered around *activities*- an initial “grabber” activity that teaches a lesson and promotes interactive learning experiences and a core component where they can practice the learned concepts with an activity. Additionally, it wraps up the lesson with a take-home piece so that USYers can apply learned Jewish concepts to their own lives.

### Adapted 4-MAT Plan Template

Preliminary: before you plan, identify goals and objectives:

**Goals:** What are you trying to achieve in this *sicha* alone?

*In this sicha, USYers will examine/explore/discuss \_\_\_\_\_*  
*USYers will recognize, know that \_\_\_\_\_*

**Objectives:** know your destination before you start driving the car

- What do you want them to know or understand when the lesson is complete?  
What are the life long lessons or the enduring (long lasting) understanding(s) you want them to leave with?
- What would you like them to internalize and apply to other situations?

*USYers will be able to \_\_\_\_\_*  
*USYers will understand that \_\_\_\_\_*  
*Take home concepts and “big ideas”*

### **Mode of Instruction Step by Step: How to run the lesson (blank lesson plan attached)**

**Step 1: How will I begin the “trip,” how do I get them interested in the journey?**

*Create an experience- perform an activity that teaches (usually a game of some kind or bring in an item or object that will intrigue or capture their attention)*

CONNECT- Grab their attention with a game or activity

Examples:

**Lashon Hara-** broken telephone

**God-** play the song “What if God Were One of Us” by Joan Osborne

**V’ahavta l’reyecha-** trust games

**Kashrut-** hand out different menus and play “restaurant” (leader is the waiter, participants have to choose what they would order, waiter doesn’t accept take non-kosher choices, they must find an alternative to enjoy)

**Israel-**American relationship- hand out postcards from Israel and ask to describe which one best depicts how Americans see Israel

**Peer Pressure-** Simon Says- you follow someone else but really, your body wants to make its own choices.

**The Environment-** read the Giving Tree, ask for volunteers to be your “mimes” to make it more interactive.

### **Step 2: Discuss the experience**

ANALYZE- What was the purpose of this activity?

- Reflect on what you just did (reflective observation)
- Ask questions that will lead them to determine why you opened with this activity?
- Ask them to figure out the connection

### **Step 3: Introduce Concept and key terms**

INTEGRATE game and discussion by introducing the concept

Eg. So, with broken telephone we see that the more the information gets spread, the further the story may spread from the truth. Something seemingly harmless turns into improper speech. In Judaism, we call this LASHON HARA.

### **Step 4: Teach the Concept- What will I do to convey the concepts and ideas and get the point across?**

INFORM the participations

Explain that you will explore what Judaism has to say about \_\_\_\_\_. Hand out texts, an article, whatever information you have on the topic. If not on Shabbat, you can use video or music to teach the concept. Have them read in small groups, pairs (chevruta) or have someone read aloud as a whole.

### **Step 5: Practice Defined Gives- try it out!**

*What will they do to understand what is being taught? This stage is the activity stage where the group performs an action to apply what they’ve learned.*

Make sure to give specific instructions as to what you want them to do. It helps to have this in writing for them to follow. They can also use the text or handout to guide them through the activity.

Eg. You’ve learned the basic laws of Kashrut. Now, let’s re-create an episode of “Iron Chef goes Kosher” and reinvent fun recipes Kosher Style. (Eg. how can we make sushi Kosher or meat lasagna Jew-friendly?)

Activity- Kadima friendly- hand out a number of common recipes such as:

Egg McMuffin, Philly Cheese Steak, Shrimp Pad Thai...anything they'd see on a menu that couldn't normally order. In teams, have them apply the rules of Kashrut they just read about and re-invent the recipes in an Iron Chef competition.

*This part should be highly interactive and take up the most time of the lesson*

### **Step 6: Present and Discuss**

EXTEND to the entire group

- Each sub group will present or the group as a whole will present conclusions they've come up with.
- This is when the leader must ask challenging questions to test what they've picked up on. Try not to stick with yes or no questions but higher level questioning:  
-what if, imagine, how could, apply, discuss
- Leader can also play "Devil's Advocate" to help them understand the challenges to what they present.
- Engage the entire group in the discussion. Ask for personal experiences and opinions. Make sure that there isn't one person dominating

### **Step 7: Summarize- draw it all together**

- Re-iterate the learned material with a summary. Make sure to mention key terms and ask them to explain in their own terms why this is an integral value, concept in Jewish life. Make sure you've covered the objectives. Eg. through the study of Kashrut, USYers will be able to make Jewish food choices in a restaurant (practiced by the Iron Chef activity).

### **Step 8: Apply to a new situation**

challenge them to take it home, to apply to 'real life.'

Creatively integrate new material into real life situations

Eg. topic: Why Pray

You have discussed concepts of gratitude (Hodaya), amazement or praise (Shevach) and making requests (Bakasha) as themes of Jewish prayer. They have each written their own brachot for each of the three themes on slips of paper. Ask them to pull their little slip of paper out of their wallet once this week and practice praising God for something amazing, expressing gratitude or requesting something they really are worried about and acknowledge it internally. You want them to be able to take the concepts learned home with them and apply to situations outside of the USY setting. This is when you challenge them to apply the learned material to their own lives and personalize it.

Eg. 2- Kashrut

Just for fun, check how many items in your fridge have hechsherim and next time you're at the store, see if you can find brands that do have hechshers (you're applying the learning to a new situation)!

# **USY Limmud Outline**

*Adapted from Bernice McCarthy's 4-MAT*

## **Goals:**

In this limmud, USYers will:

## **Objectives:**

USYers will be able to:

USYers will understand that:

## **Materials:**

How to run the lesson:

**Step 1: Create an experience (grab their attention)**

**Step 2: Discuss and analyze the opening activity (write key questions here)**

**Step 3: Introduce Concept and key terms or phrases**

Integrate opening activity and discussion by introducing the concept

**Step 4: Teach Concept- what will you do to relay the information to the USYers?**

**Step 5: USYers will practice the learned information. How?**

*What activity will they do?*

**Step 6: Present their findings or learned material and discuss**

*Ask key questions to challenge them and encourage them to explain their presentation*

**Step 7: Summarize and wrap up**  
*How will you bring it all together?*

**Step 8: Apply to a new experience**  
*How will you encourage them to bring it out of the limmud room and apply it in “real life?” How can they “take it home?”*