

# Activity Worksheet

## Working “high tech” to “low tech” – Part 1 – est. 10 minutes

(you will get a separate worksheet for Part 2!)

**Your kit contains:** 1) a card with a learning objective and an educational context; 2) a selection of index cards describing “high tech” tool examples.

Feel free to also consider any **additional “high tech” tools** you can think of.

### Instructions:

Working as a group, use **the chart on the next 2 pages** to design/document your activity.

Your activity should be designed as **no more than 20 minutes in length**.

**Note:** your activity may address the entirety of the enclosed learning objective, or it may focus on just part.

**When you have finished, raise your “Done” sign high!**



**Activity Description and/or Steps  
(nitty-gritty details)**



**The Cognitive / Conceptual  
Work that Students Will Do**

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**What active learning techniques are you using?**

**Questions that Arise:**

# Activity Worksheet

## Working “high tech” to “low tech” – Part 2 – est. 10 minutes

**On your table:** a “kit” with a selection of “low tech” materials.

There is also a table in the room with **additional “low tech” materials** displayed on it; feel free to consider these materials as well.

### Instructions:

Working as a group, use **the chart on the next 2 pages** to guide the process of translating your “high tech” activity to a “low tech” version.

**Base this new activity on** the Learning Objective you used in Part 1, and the “Cognitive/Conceptual Work that Students Will Do” from your “high tech” activity worksheet.



**The Cognitive / Conceptual  
Work that Students Will Do  
(from your Part 1 Worksheet)**



**Activity Description and/or Steps  
(nitty-gritty details)**

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**Describe the art of translation. What has been lost in the activity? What has been gained?**

**Questions that Arise:**

# Activity Worksheet

## Working “high tech” to “low tech” – Part 1 – est. 10 minutes

(you will get a separate worksheet for Part 2!)

**Your kit contains:** 1) a card with a learning objective and an educational context; 2) a selection of “low tech” materials.

There is also a table in the room with **additional “low tech” materials** displayed on it; feel free to consider these materials as well.

### Instructions:

Working as a group, use **the chart on the next 2 pages** to design/document your activity.

Your activity should be designed as **no more than 20 minutes in length**.

**Note:** your activity may address the entirety of the enclosed learning objective, or it may focus on just part.

**When you have finished, raise your “Done” sign high!**



**Activity Description and/or Steps  
(nitty-gritty details)**



**The Cognitive / Conceptual  
Work that Students Will Do**

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**What active learning techniques are you using?**

**Questions that Arise:**

# Activity Worksheet

## Working “low tech” to “high tech” – Part 2 – est. 10 minutes

**On your table:** a selection of index cards describing “high tech” tool examples.

Feel free to also consider any **additional “high tech” tools** you can think of.

### Instructions:

Working as a group, use **the chart on the next 2 pages** to guide the process of translating your “low tech” activity to a “high tech” version.

**Base this new activity on** the Learning Objective you used in Part 1, and the “Cognitive/Conceptual Work that Students Will Do” from your “low tech” activity worksheet.



**The Cognitive / Conceptual  
Work that Students Will Do  
(from your Part 1 Worksheet)**



**Activity Description and/or Steps  
(nitty-gritty details)**

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**Describe the art of translation. What has been lost in the activity? What has been gained?**

**Questions that Arise:**