How to Design a Learning Activity

In student-driven classrooms like the *Learner-Active, Technology-Infused Classroom*, the teacher moves away from presenting the content to designing a more differentiated learning environment. Students then engage in instructional activities aimed at a targeted concept or skill.

As you create your *authentic learning unit*, you will begin by considering the "what," also known as the ways in which the students will engage with the content. This will consist of brainstorming a *scaffold for learning* and a set of learning activities through which students will achieve the level of demonstration of knowledge outlined in the *analytic rubric*.

Use this tool to design a learning activity to teach, re-teach, or move beyond a certain skill.

Start with the Standards

<table>
<tr><td>Unit:
What are you teaching?</td><td>Time Frame:*
How long do you have to teach the unit?</td></tr>
<tr><td>Concepts/Big Ideas:
Write down the major topics that you need to cover in your unit. What are the big ideas of the unit?</td><td rowspan="2">Standards:
What do your students need to learn? What standards are addressed?</td></tr>
<tr><td>Skills:
What do your students need to be able to do?</td></tr>
</table>

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**It's important that the unit does not exceed the amount of time normally allocated for the content.*

Focus on a Skill/Content

As you dive into designing learning opportunities for your students, you want to keep in mind the importance of creating differentiated pathways for learning the same targeted skill.

Identify the skill/content for which you want to design a learning activity:	What three learning activities will you offer to learn this skill, e.g., how-to, learning center, etc.?
Which learning activities will you find? Which learning activities will you need to design?	

The following tools from *MyQPortal* will support you in the creation of a **learning activity** for your problem-based unit of instruction:

- ❑ A teacher-made **screencast or podcast**
- ❑ At least two **how-to sheets** with a focus on learning academic content
- ❑ A **learning center**
- ❑ A **small-group mini-lesson**
- ❑ A list of investigated and vetted **interactive sites**, videos, web quests, etc.

As you design, consider how you can include **hands-on/minds-on activities** that make the learning come alive and allow for inquiry.

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