

Back In My Day

Students match older analogue technologies with their modern digital equivalents. Through visual matching, colouring, and discussion, learners explore how tools evolve over time and how innovation changes the way people live, work, and communicate. The activity builds early awareness of technological progress and time-based change.

ACTIVITY TYPE Matching · Creative craft · Discussion	DURATION 20 min	PARTICIPATION Whole class · Pairs · Individual
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OBJECTIVES

By the end of this activity, learners will:

- Identify examples of analogue and digital technologies
- Understand that technology changes over time
- Recognize innovation as a process of improvement and adaptation
- Reflect on how technology affects daily life

MATERIALS

- Printed matching worksheet (See Appendix A) — [A · Analog to digital matching pairs](#)
- Coloured pencils or crayons
- Visual Aids (See Appendix B) (*nice to have*)
- Whiteboard or chalkboard
- Visual aid or slideshow
- Timer (*nice to have*)

PROCEDURE

OPENING

1. Ensure every student has a clear surface to work on.
2. Prepare the board or visual display with images of older technologies.
3. Distribute colouring materials in advance.
4. Introduce the activity by saying: “Today we’re going to look at how technology has changed from the past to today.”
5. Show examples such as a typewriter, Walkman, oil lamp, or VHS tape.
6. Ask: “Have you seen this before?” “What do we use instead today?”

PRE-ACTIVITY

2-3 minutes

1. Explain that students will act as technology detectives.
2. Introduce vocabulary: analogue, digital, technology, innovation, evolution.
3. Clarify meanings using simple explanations or images.
4. Explain that the goal is to match old tools with modern ones.

Objective In Student’s Words

- “Match old technology with new technology and see how things have changed.”

ACTIVITY

10 minutes

Setup

1. Distribute one matching worksheet to each student (*See Appendix A*)
2. Write simple instructions on the board.

Model

1. Demonstrate one example match on the board.
2. Explain why the two items belong together.

Carry Out

1. Students match each analogue item on the left with its digital version on the right.
2. Students colour the items they have used before.
3. Students circle items they have at home.
4. Teacher circulates to support students who do not recognize certain technologies.

Checkpoint

1. Observe whether students can correctly match most pairs.
2. Pause briefly if several students struggle and clarify with visuals.

FOLLOW-UP

3-5 minutes

1. Bring the class together for discussion.
2. Ask: "Which old technology did you find most interesting?"
3. Ask: "Which new technology do you use the most?"
4. Ask: "Are newer technologies always better?"
5. Optional pair-share: students tell a neighbour one surprising match they learned.

CLOSE

1. Collect worksheets and materials.
2. Thank students for their focus and effort.
3. Final message: "Technology changes over time, but every tool helps people solve problems in their own time."

NOTES

Classroom management

- Prepare materials in advance to avoid interruptions
- Encourage early finishers to colour carefully and reflect

Extensions & Sponge Activities

- Home interview with parents or grandparents about old technology
- Invent and draw a future version of one tool
- Watch short demonstration videos of older technologies

Differentiation

- Younger students: guided matching with board visuals
- ELL/Accessibility: images, simplified language, peer support
- Safety: seated activity, minimal movement

ADDITIONAL RESOURCES

- **C** • [Have you Ever used...?](https://cdn.sanity.io/files/vje9ehw2/staging/10ab5794ab91fb8ae319e7f25bd19fb992d90e3c.pdf)

<https://cdn.sanity.io/files/vje9ehw2/staging/10ab5794ab91fb8ae319e7f25bd19fb992d90e3c.pdf>