Co.De.

Module 2 - Co-design Learning through Role-Playinge

Unit 2.4 — The Co-Design Lesson Plan Tool

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Introduction the Tool (The Canvas)

What is it? A step-by-step template to structure a Co-design Role-Playing session
Why use it? To ensure alignment between the "fun" of acting and **specific Learning Objectives**

The 4 Pillars of the Tool



Context

- Real-world problem



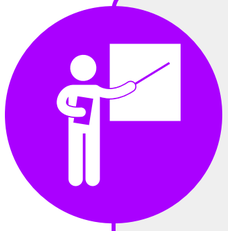
Cast

- Stakeholders (Persons)



Conflict

- The tension to resolve



Conclusion

- The tangible solution

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Step 1: Preparation Goals & Roles

Define the "Why"

Select competencies (e.g., Empathy, Negotiation) from the EU framework.

Design the "Who"

Create 3-4 distinct roles with conflicting **Hidden Agendas**.
Tip: Avoid "Good vs. Evil"; aim for "Valid vs. Valid" perspective

Set Constraints

Time limits, budget, or physical boundaries

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Step 2: The Action Script

The "Inciting Incident"

How does the simulation start? (e.g., A frantic email, a breaking news report)..

The Environment

Physical: Room layout (round tables vs. opposing sides).
Digital: Online boards (Miro/Padlet) for recording decisions

Rules of Engagement

Who speaks when?

How are decisions voted on?

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Step 3 & 4: Output & Debrief

The Artefact (The "What")

- Students must produce something tangible (Draft Policy, Prototype, Manifesto)

The Debrief (The "So What?")

- **De-roling:** Stepping out of character.
- **Reflection Questions:** "What was frustrating?", "Whose voice was ignored?", "How does this apply to real school life?"

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Summary & Next Steps

Recap

The Tool transforms a loose idea into a rigorous pedagogical plan using the 4 Pillars (Context, Cast, Conflict, Conclusion)

Coming Up & Next Steps

External Resources: Where to find existing scripts and research

Final Reminder

Use this Tool to prepare for your Final Assessment

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You have completed Unit 2.4

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MODULE 2

THE LESSON PLAN TOOL

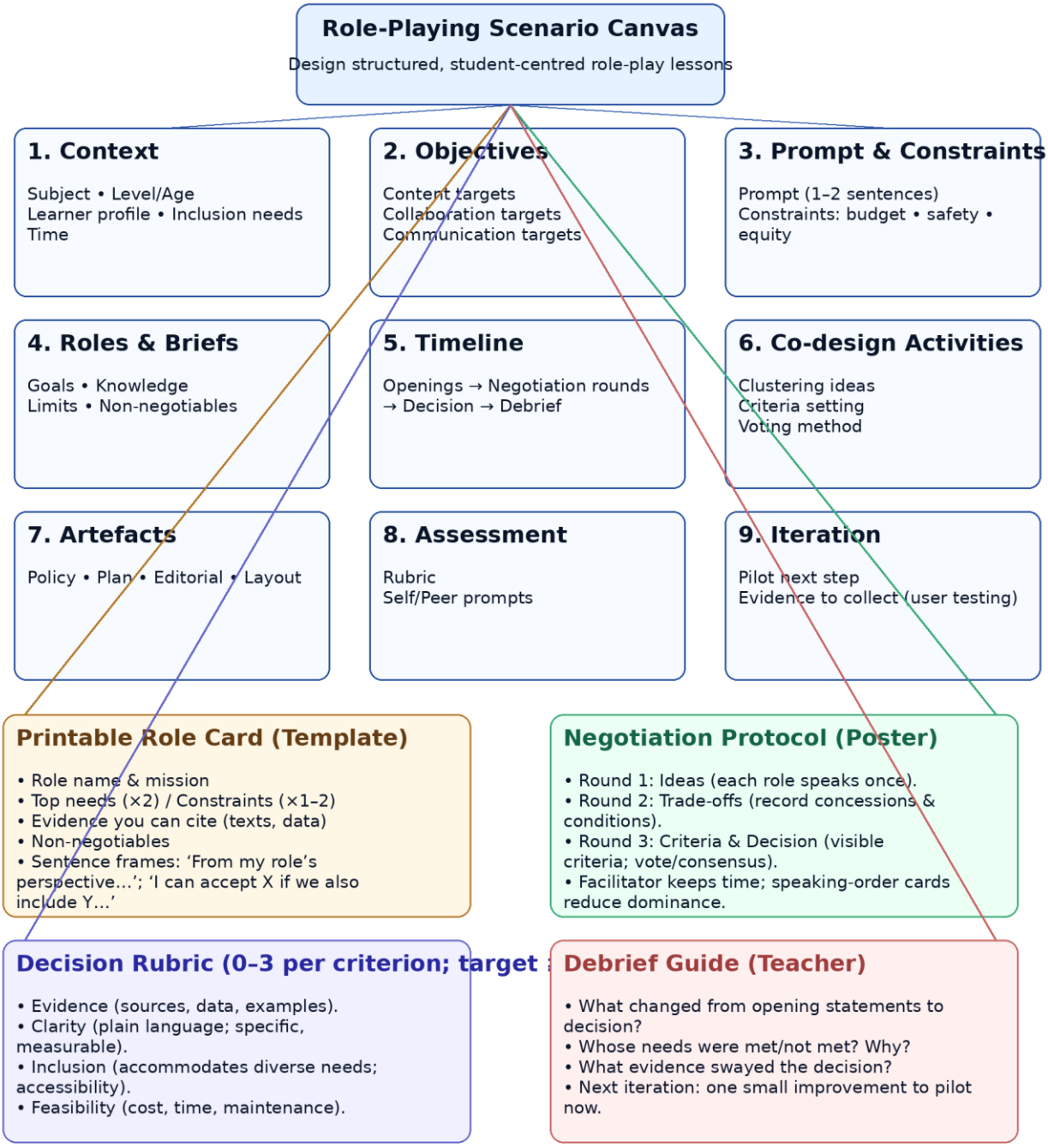


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Role-Playing Scenario Canvas – Concept Map



Concept map generated for Module 2 – Role-Playing Tool | © AEJE/CO.DE

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The Lesson Plan Tool

Role-Playing Scenario Canvas (Template)

1) Learning Context

Title of Learning Scenario: _____

Target Group (Age/Grade): _____ Duration: _____

The Broad Context: What is the general problem or background?

The Inciting Incident: What specific event triggers the action today? (e.g., An angry email from a parent; A breaking news video; A new strict law announced...)

2) Objectives & Competence Mapping

Learning Outcomes (action-verbs): • _____

EU Key Competences / Bloom (e.g., Literacy, Digital, Citizenship): • _____

3) Prompt & Constraints

Scenario Prompt: _____

Constraints (choose 1–3): _____

4) Stakeholders & Role Cards

Who is involved? Crucially, what does each person secretly want?

List roles: _____

Role	_____
Goals	_____
Hidden Agenda (What do they really want? This creates the conflict.)	_____
Limits	_____
Key Information	_____
Must-use Criterion	_____

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5) Timing Plan (Standardised)

[15s] pitch → state ONE need + ONE constraint

[2min] negotiation → pick ONE criterion + ONE action

[1min] reflection → what changed with the new perspective?

6) Decision Criteria

Primary criterion: _____

Secondary criterion: _____

7) Expected Output & Assessment

Expected artefact (policy/plan/prototype): (e.g., A signed manifesto, a drawn floorplan, a list of 5 agreed rules)_____

Criterion	0	1	2	3
Evidence quality				
Clarity				
Inclusion				
Feasibility				

Target ≥ 8/12. Show rubric BEFORE the activity; reuse across Units 2.1–2.4.

7.1) THE DEBRIEF (REFLECTION)

This is where the learning is consolidated.

De-roling Activity: (How do students step out of character? e.g., "Shake it off", remove badges)

Key Reflection Questions: 1.----- 2.----- 3.----

8) Evidence Collection — Decision & Evidence Matrix (Printable)

Situation	Criterion	Action	Consequence	Evidence	Feedback

Students fill one row per decision. Evidence = data, quotes, references, screenshots.

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9) Protocol Steps

[ ] Brief (context, roles, objectives)
[ ] Rounds (time-boxed; visible criteria)
[ ] Decision (trade-offs explicit; artefact produced)
[ ] Debrief (evidence-based reflection linked to rubric)

10) Accessibility & Ethics (Checklist)

[ ] Psychological safety statement (non-judgemental, respectful)
[ ] Printed/visible role cards with goals & limits
[ ] Accessible materials (language, font size, contrast)
[ ] Rotate roles; include Accessibility Lead if possible
[ ] Manage sensitive topics; provide opt-out alternative

11) Setup

- Whiteboard/board, sticky notes, timer; projector; copies of role cards & matrix.
- Physical Environment: (e.g., Round tables, opposing rows, fishbowl arrangement)
- Digital Tools (if applicable): (e.g., Miro for brainstorming, Padlet for voting)
- Rules of Engagement: (e.g., "Only the person holding the token can speak", "Time-out is allowed")

12) Differentiation

Sentence frames; silent writing pre-speaking; student co-facilitator; alternative outputs.

13) Risks & Mitigations

Dominant voices → speaking order & time-boxing.

Role drift → cards with goals/limits.

Unclear outcomes → visible decision criteria & expected artefact.

14) Iteration Plan (Next Lesson)

Plan user testing / peer review; identify one improvement to apply next time.

15) Facilitator Notes

Notes: _____

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Example of Role-Playing Scenario Canvas

Learning Scenario: Reduce Single-Use Plastics at School

1) Learning Context

Title of Learning Scenario: Reduce single-use plastics in the school cafeteria and events

Target Group (Age / Grade) : Secondary students; mixed classes working in co-design teams

Duration: 60-90 minutes

Initial needs & skills: awareness of environmental impact; negotiation & decision-making practice; basic data collection

Transfer anchor: contributes to the school sustainability plan and cafeteria purchasing policy

The Broad Context: The school generates 200kg of plastic waste per month from the cafeteria. The "Green School" certification is at risk.

The Inciting Incident: The Audit: An environmental NGO just published a report ranking our school as the "Most Polluting in the District". The Principal has 48 hours to present a reduction plan.

2) Objectives & EU Key Competences

Learning outcomes (action verbs):

Analyse current plastic usage and identify priority reductions
Negotiate criteria with stakeholders and decide one actionable policy
Produce a clear plan with roles, monitoring, and communication
Reflect using evidence linked to the rubric
EU Key Competences mapping: Literacy • Digital • Citizenship • Entrepreneurship • Personal/Social

3) Prompt & Constraints

Scenario prompt: "This term, reduce single-use plastics at school by adopting ONE actionable change agreed by key stakeholders."

Constraints (pick 1–3): time (this term), budget neutral or low-cost, safety & hygiene standards, accessibility for all students

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4) Stakeholders & Role Cards

Roles involved: Student Council, Cafeteria Manager, Facilities Coordinator, Parent Representative, Accessibility Lead

CARD 1	Role	Student Council
	Goals	Champion student voice; gather peer input; propose feasible actions; Represents the students' desire for a modern, "cool" school
	Hidden Agenda	Wants high-quality alternatives (metal straws/bottles) but refuses to pay higher prices for lunch
	Limits	Must respect hygiene rules; avoid unrealistic proposals
	Key Information	Survey insights; examples from other schools
	Must-use Criterion	Inclusion (ensure equitable impact)
CARD 2	Role	Cafeteria Manager
	Goals	Ensure food safety and operational feasibility; implement procurement changes; Focuses on efficiency and speed of service
	Hidden Agenda	Oppose any change that increases labor (like washing reusable dishes) unless extra budget is provided
	Limits	Cannot compromise safety or violate supplier contracts
	Key Information	Current supplier options; costs; hygiene requirements
	Must-use Criterion	Feasibility (can be implemented immediately)
CARD 3	Role	Facilities Coordinator
	Goals	Support waste collection, signage, and storage logistics; Responsible for the school's annual maintenance funds
	Hidden Agenda	Ensure that the "solution" doesn't cost more than the current plastic budget. Focused on numbers, not "feelings"
	Limits	Limited staff time; existing collection routes
	Key Information	Bin locations; recycling capacity; maintenance schedules
	Must-use Criterion	Evidence (data on waste streams)

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CARD 4	Role	Parent Representative
	Goals	Align with community values; support communication and events; deeply committed to zero-waste
	Hidden Agenda	Eliminate 100% of single-use plastics immediately, even if it's inconvenient for everyone else
	Limits	Avoid added burden on families; respect diverse needs
	Key Information	Parent committee channels; event calendar
	Must-use Criterion	Clarity (policy is understandable and fair)
CARD 5	Role	Accessibility Lead
	Goals	Ensure inclusive access (motor, sensory, cognitive) to the new practice
	Hidden Agenda	Inclusion is non-negotiable and is above financial savings
	Limits	No action that reduces accessibility or safety
	Key Information	Accessibility checklist; signage readability; placement guidelines
	Must-use Criterion	Inclusion (accessible for all)

5) Timing Plan (Standardised)

[15s] pitch → state ONE need + ONE constraint
[2min] negotiation → pick ONE criterion + ONE action
[1min] reflection → what changed with the new perspective?
Use a visible timer and label materials with [15s] [2min] [1min] tags.

6) Decision Criteria

Primary criterion: measurable reduction in single-use plastics (units/week) without compromising safety

Secondary criterion: feasibility within current budget and operations (can be implemented this term)

7) Expected Output & Assessment

Expected artefacts: Single-Use Plastics Reduction Policy(Must list 3 specific plastics to ban), Monitoring Plan (who/what/when - who checks the bins and when), Communication Assets (signage/message).

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Criterion	0	1	2	3
Evidence quality	Missing or unconvincing	Emerging	Competent	Strong
Clarity	Missing or unconvincing	Emerging	Competent	Strong
Inclusion	Missing or unconvincing	Emerging	Competent	Strong
Feasibility	Missing or unconvincing	Emerging	Competent	Strong

Target ≥ 8/12. Show the rubric BEFORE the activity; reuse across Units 2.1–2.4.

7.1) THE DEBRIEF (REFLECTION)

De-roling: Students take off their "character badges" and place them in a recycling bin to symbolize the end of the simulation.

Reflection Questions:

To the Manager: How did it feel to be the "villain" for simply worrying about your workload?

To the Parent: Did you realize that "perfect" can be the enemy of "good" when you have a limited budget?

General: Which role had the most power in this negotiation? Why?

8) Evidence Collection — Decision & Evidence Matrix (Printable)

Situation	Criterion	Action	Consequence	Evidence	Feedback

Students fill one row per decision. Evidence = data, quotes, references, screenshots. Feedback links to the rubric.

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9) Protocol Steps

Brief (context, roles, objectives)
Rounds (time-boxed; visible criteria)
Decision (trade-offs explicit; artefact produced)
Debrief (evidence-based reflection linked to rubric)

10) Accessibility & Ethics — Checklist

Psychological safety statement (respect, non-judgement)
Role cards visible (goals & limits); rotate roles across rounds
Accessible materials (plain language, font size/contrast, signage readability)
Manage sensitive topics; provide opt-out alternatives

11) Setup

Materials: Board/sticky notes/timer; projector; printed role cards & matrix; sample cafeteria packaging; recycling bin map;
Environment: Circular seating (Socratic Circle). A "Sustainability Rubric" is visible on the board (Criteria: Feasibility, Cost, Impact);
Digital Tools: A spreadsheet to calculate potential cost-savings of reusable vs. disposable items.

12) Differentiation

Sentence frames, silent writing before speaking, student co-facilitator, alternative outputs (poster/video/brief)

13) Risks & Mitigations

Dominant voices → speaking order & time-boxing
Role drift → keep role goals & limits visible
Unclear outcomes → visible decision criteria & expected artefact
Operational blockers → feasibility checks with Cafeteria/Facilities before final decision

14) Iteration Plan (Next Lesson)

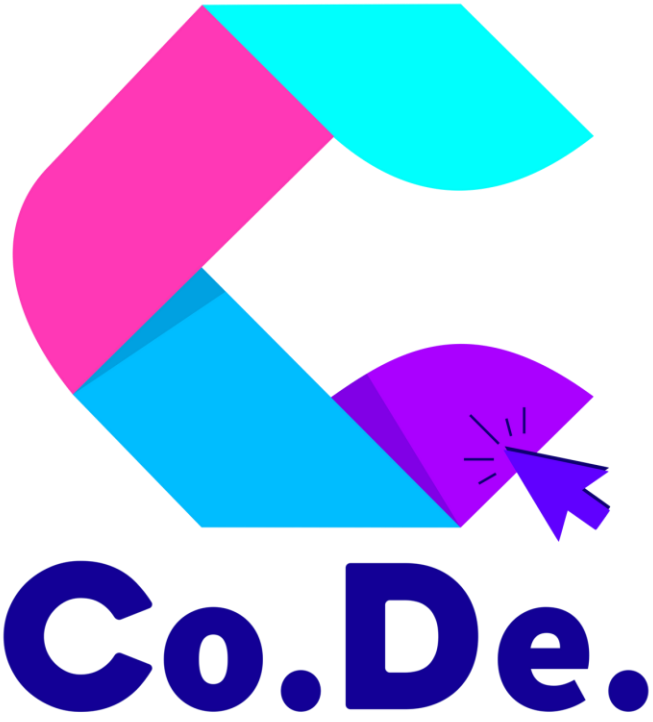
Pilot the agreed change for two weeks; collect data (units of plastic avoided); run peer review; capture one improvement to apply next term

15) Facilitator Notes

Use the Accessibility Lead to sanity-check signage and placement. Keep evidence visible on a board or collaborative app. Connect student outputs to the sustainability plan and share quick wins.

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