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Module 3 Co-design learning through Storyboarding

Unit 3.3 - Example Scenarios

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Table Of Contents

1 Scenario 1: „Recreating History"

2 Scenario 2: „Co-learning for a common goal"

3 Scenario 3: „Bringing the book to life"

4 Scenario 4: „Media interviews"

6 Scenario 5: „School Fair"

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Learning Objectives

By the end of this unit, teachers will be able to:

Design and structure collaborative activities with clear outcomes and roles

The teacher can design scenarios in which group tasks have a clear common goal (product / decision / problem to be solved), explicit success criteria and roles or responsibilities distributed amongmembers members.

Provides scaffolds and pedagogical interventions that develop collaboration skills (not just content)

The tracher The teacher uses support tools (e.g. discussion guides, examples, feedback steps, reflection checklists) and intervenes pedagogically to model social and metacognitive skills (communication, negotiation, conflict resolution)

Monitor and evaluate both the product and the collaborative process — with valid tools

The teacher can measure both cognitive outcomes (content learning) and the quality of interaction (participation, responsibility, individual contributions).
Use rubrics, self-/peer-assessment, and structured observations.

Manages group dynamics and creates safe environments for critical dialogue and social responsibility

The teacher identifies and remediates dynamic problems (participants, dominators, conflicts), encourages inclusion, and teaches students to give/receive constructive feedback; promotes shared responsibility for learning.valuate how such activities foster engagement, collaboration, and creativity.

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Scenario 1: "Recreating History"

Subject focus:

History and Civic Education

Context:

A unit on the Civil Rights Movement is taught in a 10th-grade U.S. History class.

Steps:

1

Teacher presents challenge

"The class is divided into groups of five, and each student in the group is assigned a different topic: Declaration of Rights, 1689, Declaration of the Rights of Man and of the Citizen, 1789, excerpt from the U.S. Constitution, Habeas Corpus Act, Napoleon Bonaparte's Civil Code

2

”Expert groups”

”Students first meet with others assigned the same topic in “expert groups” to research and discuss key facts, figures, and significance: to discuss topics such as equality, property, representation, the idea of separation of powers in the state”

3

Class groups cluster themes

Afterward, students return to their “home groups” to present their segment and complete a conceptual map about economic, social, political aspects as a consequence of the application of the documents.

4

Overall impact

Once the mind map is completed, groups engage in a whole-class discussion to reflect on connections between events and their overall impact on the Civil Rights Movement.

5

Individual takeaways

Finally, students write a brief individual reflection summarizing key takeaways from the activity.

6

Assessment

Assessment is conducted through a systematic observation of the student's behavior, appreciation of the language and coherence of the students during the presentation

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Scenario 2: "Co-learning for a common goal”

Subject focus:

Mathematics – Geometry (Grade 8)

Context:

In an 8th grade classroom, students learn about the properties of triangles and the Pythagorean theorem using cooperative and inquiry learning.

Process:

Introducing the subject

Activation and exploration: The teacher starts the lesson with a practical problem (measuring inaccessible distance), then students are organized into small groups to construct and analyze triangles using concrete materials or digital applications.

Discovery learning

Each group formulates hypotheses, checks relationships between the sides of the triangles, and notes the conclusions in a common worksheet.

Evaluation and reflection

The groups present their results, and students individually complete an application exercise.
The lesson ends with a reflection on the strategies used and the difficulties encountered.

Class Privilege

The group that demonstrates the best collaboration, correct mathematical reasoning, and clear presentation of the conclusions obtained from the geometric exploration receives a class privilege, such as: a bonus on the formative assessment, the opportunity to choose the first exercise in the next lesson ,or exemption from a homework exercise.

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Scenario 3: "Bringing the book to life"

Subject focus:

Literature/ Theater

Context:

In an English Literature class, students explore a literary text through **creative writing and peer interaction**, focusing on interpretation and personal response rather than dramatization..

Steps:

Teacher introduces the task

The teacher presents a creative challenge related to the literary text studied in class, such as rewriting a scene from a different perspective or imagining an alternative ending..

Forming collaborative groups

Students work in small, mixed-ability groups. Each group is assigned or chooses a specific moment, conflict, or character from the text.

Text interpretation and discussion

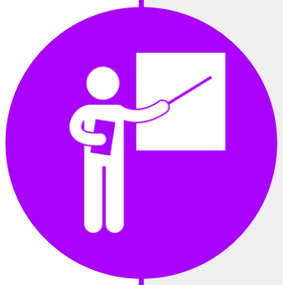
Groups analyze the selected element, discussing characters' motivations, themes, and the author's message. Students support their ideas with examples from the text

Creative production

Based on their analysis, groups create a short written product (diary entry, letter, inner monologue, or dialogue) that reflects their interpretation of the text.

Sharing and feedback t

Groups read their work aloud or exchange it with other groups for peer feedback. The teacher facilitates a class discussion to compare interpretations and clarify key ideas from the text.



Learning outcomes:

- **Identify and interpret key themes, characters, and conflicts from the literary text studied.**
- **Demonstrate understanding of the text through collaborative analysis and creative writing.**
- **Develop communication skills by expressing ideas clearly and responding constructively to peer feedback.**

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Scenario 4: "Media interviews "

Subject focus: Environmental issues



Students will identify and analyze real-life environmental problems by examining their causes, effects, and possible solutions through collaborative discussion. They will evaluate and propose practical and sustainable actions, using logical reasoning and evidence to support their ideas. Through group work and presentations, students will develop and demonstrate effective communication, teamwork, and responsible decision-making skills related to environmental issues.

Context:

Teaching students how collective decision-making and critical thinking can contribute to solving environmental problems.

Process:

1

Teacher introduces theme:

The teacher presents a real-life environmental problem (plastic pollution, air quality, deforestation) using images or short case descriptions.

2

Assigning tasks:

Students work in small groups. Each group member receives a specific task: problem identifier, solution proposer, impact evaluator, or spokesperson.

3

Group analysis:

Groups discuss causes, effects, and possible solutions, supporting their ideas with prior knowledge or provided materials..

4

Visual organization

Students create a problem–solution chart or infographic that clearly shows the issue, proposed actions, and expected outcomes.

5

Collaborative production

Groups present their solutions to the class, followed by questions and feedback, encouraging reflection and collective learning.

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Scenario 5: "School Fair"

Subject focus:

Interdisciplinary (STEM, Arts, Citizenship)

Context:

The school partners with the local municipality and students organize a student-led science fair



Students will apply and integrate scientific, technological, artistic, and civic knowledge by designing and developing an original project for a student-led school fair. They will collaborate, plan, and experiment effectively within their groups, taking on specific roles and making informed decisions throughout the project development process. Through presenting their work and engaging with feedback, students will communicate results, reflect on their learning, and evaluate both their outcomes and teamwork in a meaningful and structured way.

Steps:

Teacher introduces the project

The teacher presents the idea of a student-led school fair and explains the objectives, timeline, and assessment criteria. Students are encouraged to think creatively about how science, technology, arts, and citizenship can be combined in real-life projects.

Forming groups

The class is divided into small groups, and each group selects a project topic related to sustainability, innovation, or community needs, such as building a model solar car or designing a wind-powered device.

Assigning roles

Within each group, students assign clear roles (research coordinator, experiment designer, data recorder, presenter) to ensure responsibility, cooperation, and equal participation.

Create exhibition

Groups plan and carry out their projects by researching, building models, and analyzing results. Throughout the process, students share ideas, solve problems collaboratively, and refine their work based on peer and teacher feedback.

Peers evaluate

The activity concludes with a reflection and evaluation session in which students assess their teamwork, discuss what they learned, and suggest improvements for future projects

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Key Teacher Roles in Implementation Storyboarding approach

To ensure success, teachers act as:

Facilitator of Learning

The teacher guides students through the learning process by creating meaningful tasks, encouraging collaboration, and supporting students as they explore, analyze, and solve problems independently.

Designer of Learning Experiences

The teacher plans and structures engaging, real-world learning activities that connect subject content with students' interests, skills, and real-life applications.

Moderator and Guide

The teacher monitors group interactions, ensures balanced participation, and provides timely feedback to keep discussions focused, respectful, and productive.

Evaluator and Reflective Partner

The teacher assesses both the learning process and final outcomes while encouraging students to reflect on their performance, teamwork, and personal growth.

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Tips:

Set clear expectations from the beginning by explaining objectives, roles, and success criteria so students understand what is expected of them.

Encourage student autonomy by allowing learners to make choices and take responsibility for their tasks while offering guidance when needed

Provide constructive and timely feedback that focuses on both strengths and areas for improvement, helping students refine their work and thinking.

Observe and listen actively during group work to identify learning needs, misunderstandings, or collaboration issues without interrupting the process unnecessarily

Create a supportive learning environment where mistakes are treated as learning opportunities and all students feel safe to share ideas.

Promote reflection by asking students to evaluate their learning process, teamwork, and outcomes at the end of each activity.

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Resources

https://www.living-democracy.com/ro/principals/learning/preparation/knowing-and-understanding-the-different-kinds-of-diversity-at-school/

https://teachwitheuropeana.eun.org/learning-scenarios/inclusion-processes-through-participatory-photography-and-digital-narratives-ls-pt-304/

https://www.acses.edu.au/app/uploads/2020/08/Dollinger-DAngelo-Co-design-Handbook-1.pdf

You have completed
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