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Module 4 – Co-design learning through Flash Thinking Challenges

Unit 4.4 – Tool for Designing Learning Scenario / Lesson Plan

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Unit 4.4. Learning Objective

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

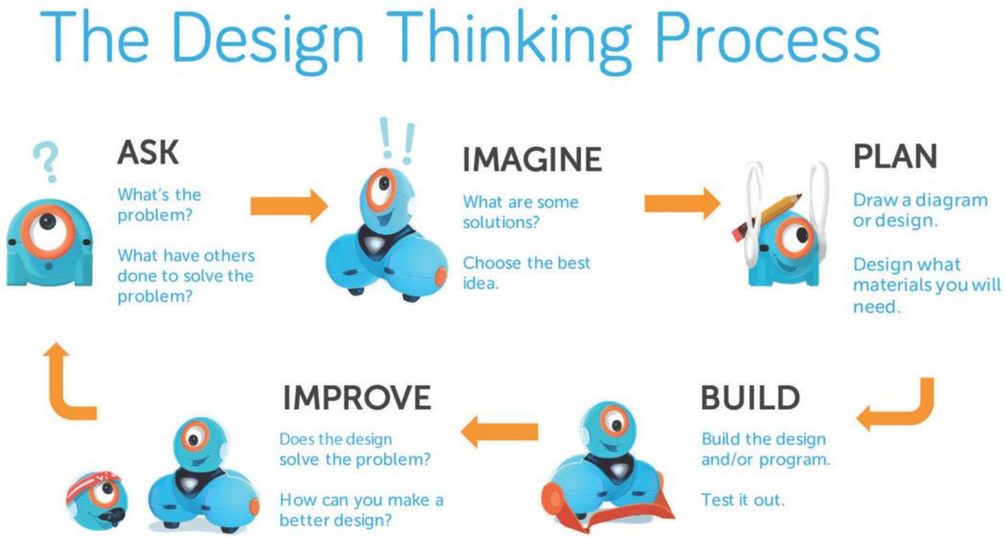
- Understand the purpose and structure of the Flash Thinking lesson design tool.
- Apply the step-by-step methodology to create their own learning scenarios.
- Formulate effective Flash Thinking challenges suitable for different subjects and age groups.
- Guide students through co-design stages such as sharing, clustering, evaluating, and selecting ideas.
- Develop complete lesson outputs based on collaboratively generated ideas.
- Use the provided template to design student-centered, creativity-focused lessons.
- Integrate Flash Thinking activities into existing curricula and teaching practices.
- Reflect on how the tool enhances participation, creativity, and learning outcomes.

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Module 4 Co-design learning through Flash Thinking Challenges

Unit 4.4: Tool for Designing Learning Scenario / Lesson Plan



1. Introduction to the Tool

This tool is designed to help teachers create structured, student-centered learning scenarios that use the Flash Thinking methodology.

It supports teachers in:

- Planning short, high-impact creativity tasks
- Integrating student voices into lesson design

- Transforming rapid ideas into co-created learning experiences
- Aligning activities with 21st-century skills

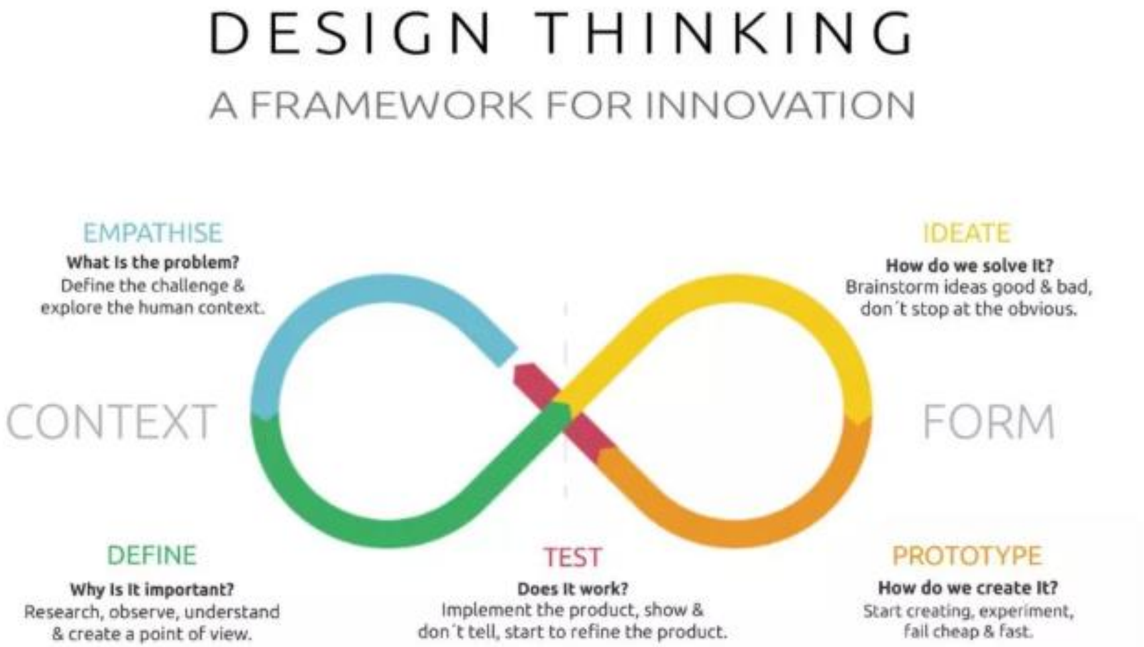
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2. Components of the Tool

The learning scenario tool consists of four main stages:

- **Stage 1 – Learning Context**
- **Stage 2 – Flash Thinking Challenge**
- **Stage 3 – Co-Design Stage**
- **Stage 4 – Learning Output**



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3. Step-by-Step Guide: How to Use the Tool

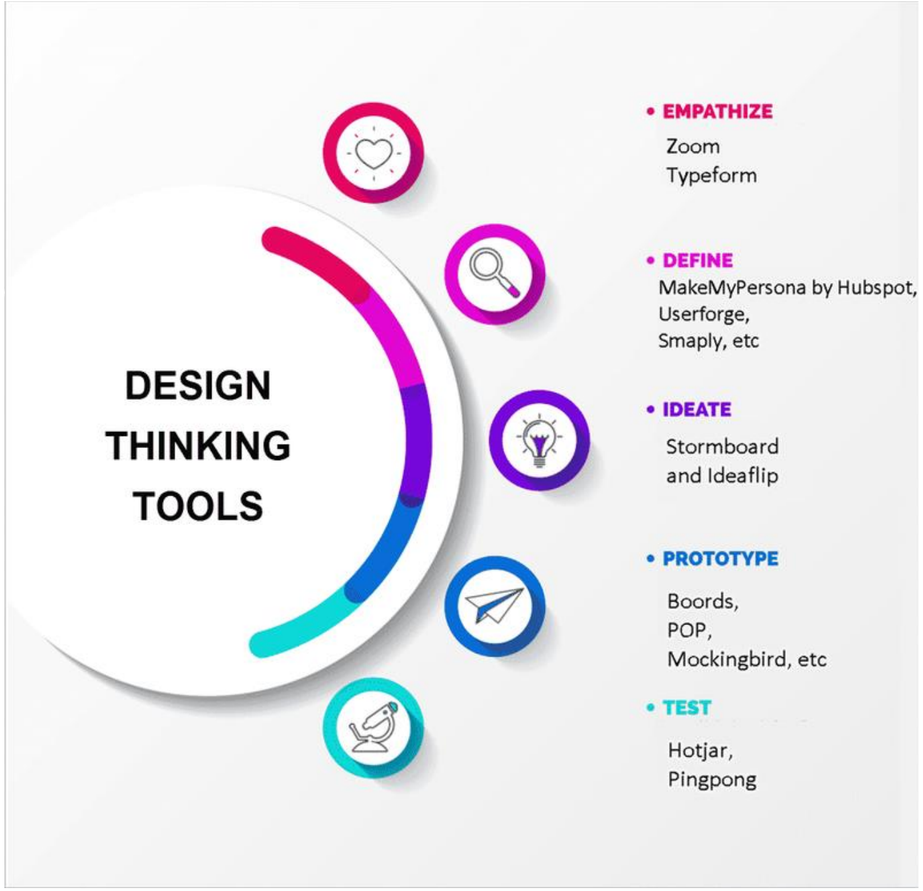
STEP 1 – Define the Learning Context

Specify:

- Topic or unit (e.g., sustainability, storytelling, digital literacy)
- Target group and classroom needs
- Purpose of the activity
- Intended skills (creativity, collaboration, critical thinking)

Example:

- "To start our storytelling unit, students will brainstorm character ideas."



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3. Step-by-Step Guide: How to Use the Tool

STEP 2 – Create the Flash Thinking Challenge

Design a short, clear, time-limited task such as:

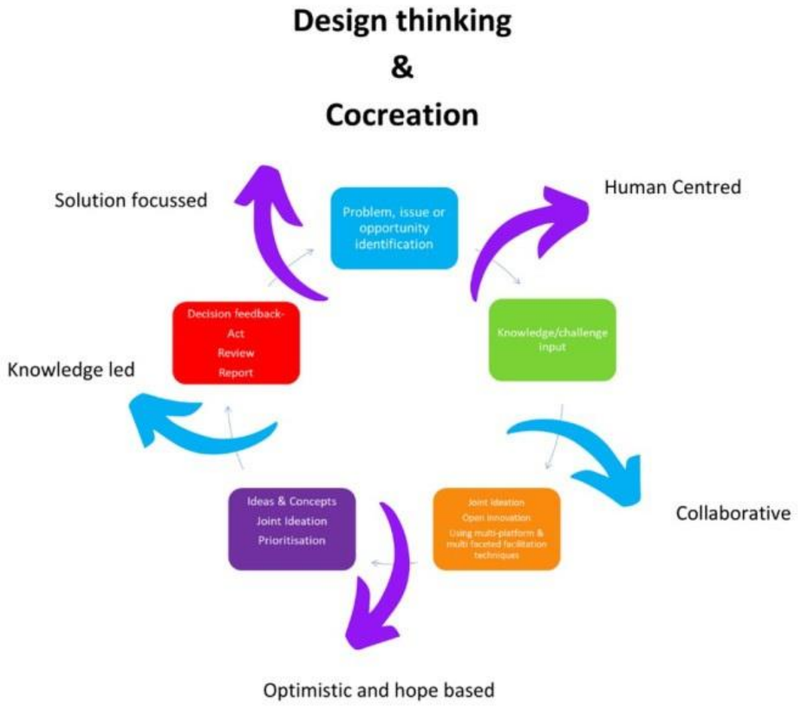
- “List 3 solutions in 20 seconds.”
- “Draw the main character in 15 seconds.”
- “Suggest a classroom rule in 10 seconds.”

Guidelines:

- Keep it simple
- Keep it fast
- Focus on quantity, not quality
- Encourage risk-free creativity

Example:

“Draw a new character idea in 15 seconds.”



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3. Step-by-Step Guide: How to Use the Tool

STEP 3 – Facilitate the Co-Design Stage

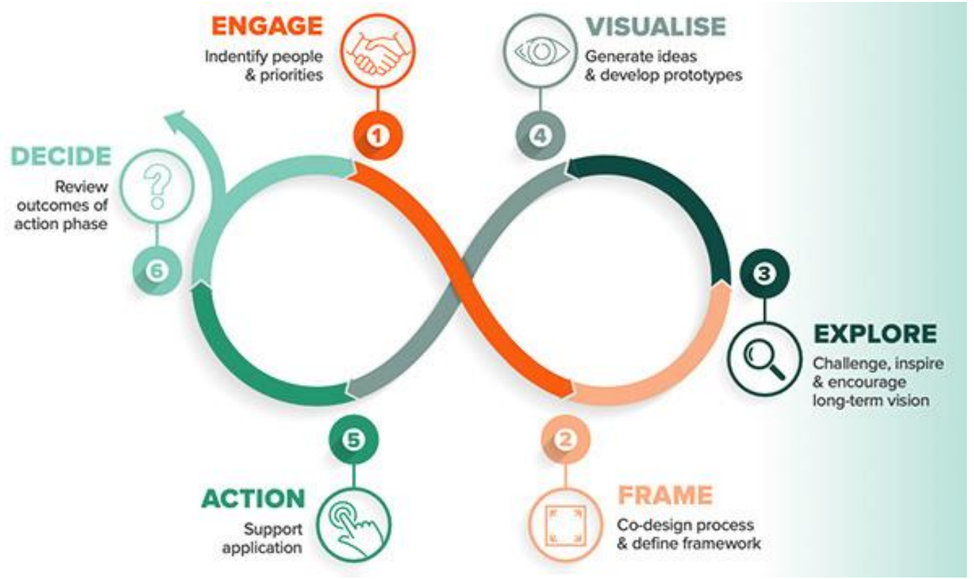
Students:

- Share their rapid ideas
- Group similar ideas
- Discuss which ideas are most meaningful
- Vote collaboratively
- Select one idea to develop further

This stage transforms raw ideas into shared decisions.

Example:

Students vote on which character to use for a group story.



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3. Step-by-Step Guide: How to Use the Tool

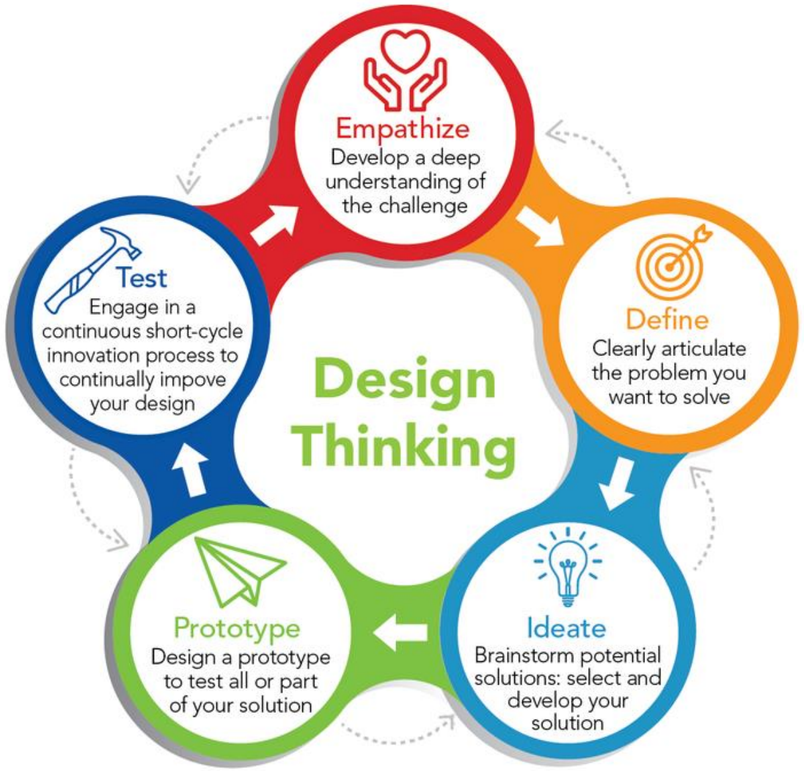
STEP 4 – Develop the Final Learning Output

Depending on the lesson goal, students co-create:

- A class project
- A story, poster, plan, or solution
- Classroom norms
- A design prototype
- A group activity

Example Output:

"Students create a short illustrated story using the selected character."

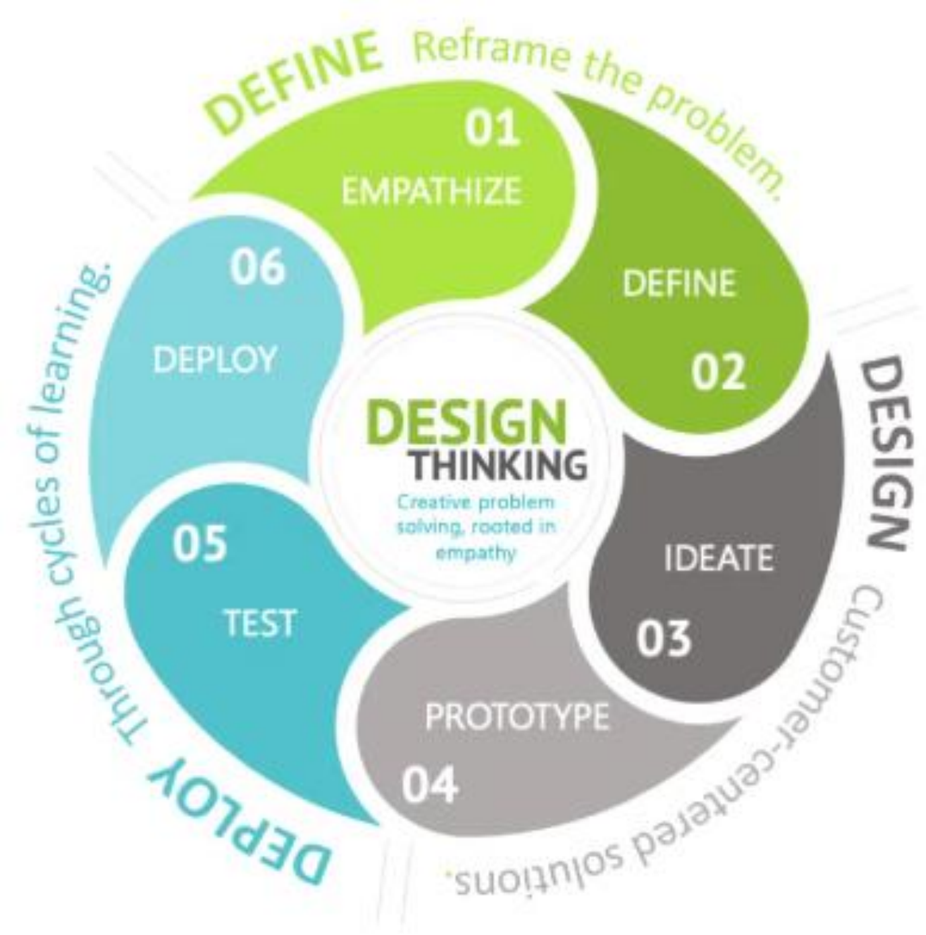


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4. The Flash Thinking Scenario Template (Teacher Tool)

- 1. Topic / Unit:
- 2. Learning Context:
- 3. Learning Objectives:
- 4. Flash Thinking Challenge:
- 5. Time Limit:
- 6. Materials Needed:
- 7. Co-Design Activities:
- 8. Learning Output:
- 9. Assessment:



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5. Example Completed Scenario (Model for Teachers)

Topic: Environmental Awareness

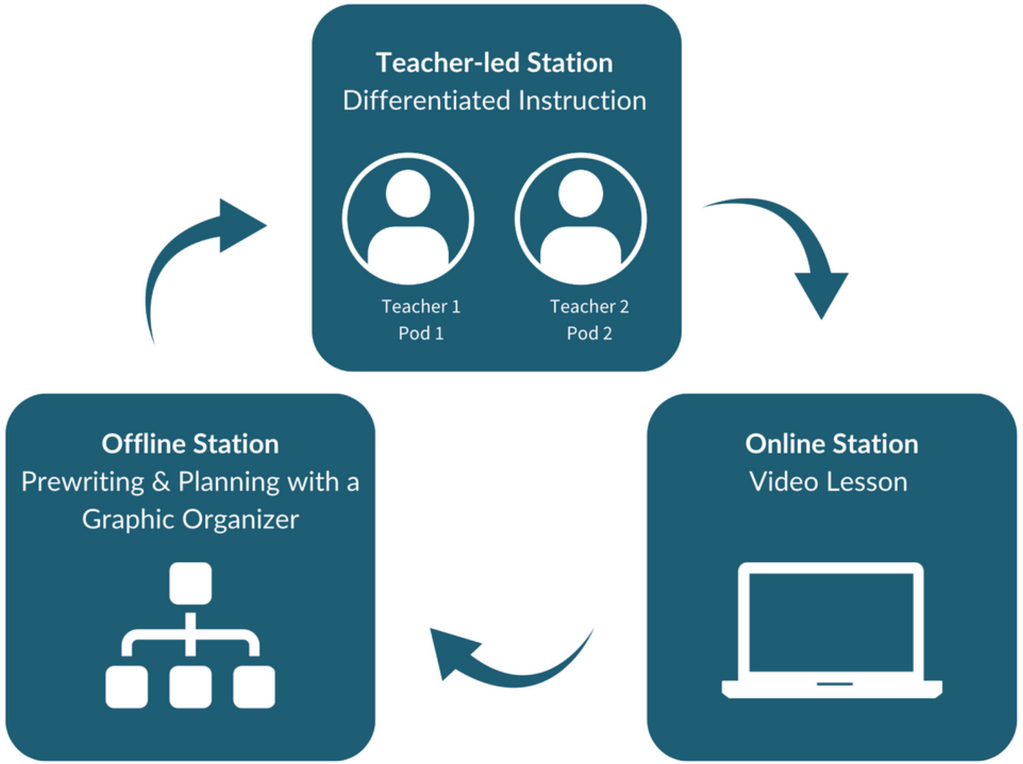
Flash Challenge: “List as many eco-friendly habits as you can in 20 seconds.”

Co-Design: Students cluster ideas → vote → select top habit.

Output: Class action plan for reducing waste.

Skills: Creativity, collaboration, critical thinking, decision-making.

Assessment: Reflection flash: “Which action will you try this week?”



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6. Reflection Questions for Teachers

- How can this tool help you design more participatory lessons?
- Which parts of the tool align with your current teaching style?
- What types of Flash Thinking prompts work best for your subject?
- How might students contribute to improving the tool?
- How could this tool support inclusive learning?

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You have completed Unit 4.4

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