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Module 4 – Co-design learning through Flash Thinking Challenges

Unit 4.3 – Example Scenarios for Flash Thinking

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Unit 4.3. Learning Objective

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

- Understand different ways Flash Thinking can be used across multiple classroom situations.
- Identify practical scenarios where rapid ideation supports co-design learning.
- Select appropriate Flash Thinking activities based on lesson goals and student needs.
- Apply short, timed creative challenges to generate ideas, solve problems, and support participation.
- Reflect on which scenarios best fit their own teaching context and co-design practices.

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Module 4 Co-design learning through Flash Thinking Challenges

Unit 4.3: Example Scenarios

Scenario 1: Classroom Rules Co-Design



"Suggest one classroom rule that would improve cooperation. You have 15 seconds."

01-Empower students by including them in rule-making

02-Build ownership and motivation

03-Support democratic classroom culture

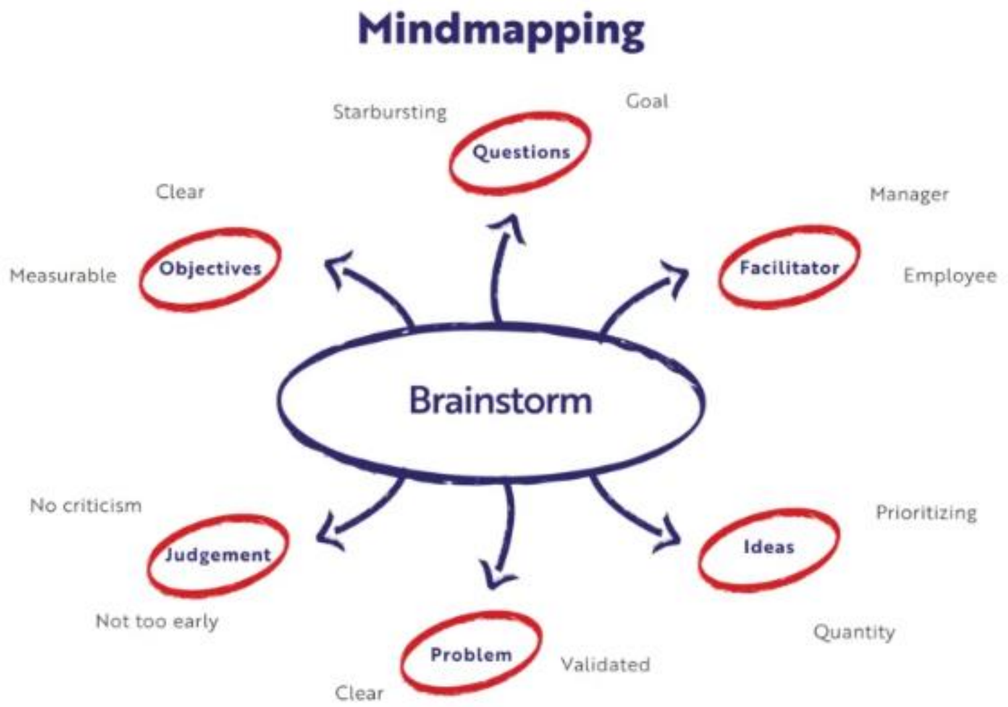
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Scenario 2: Start-of-Unit Brainstorm

“What do you already know about climate change? Write or draw as many ideas as possible in 20 seconds.”

- Diagnose prior knowledge
- Activate curiosity
- Prepare students for inquiry



Flash Thinking Benefit:
Quick baseline understanding for the teacher and students.

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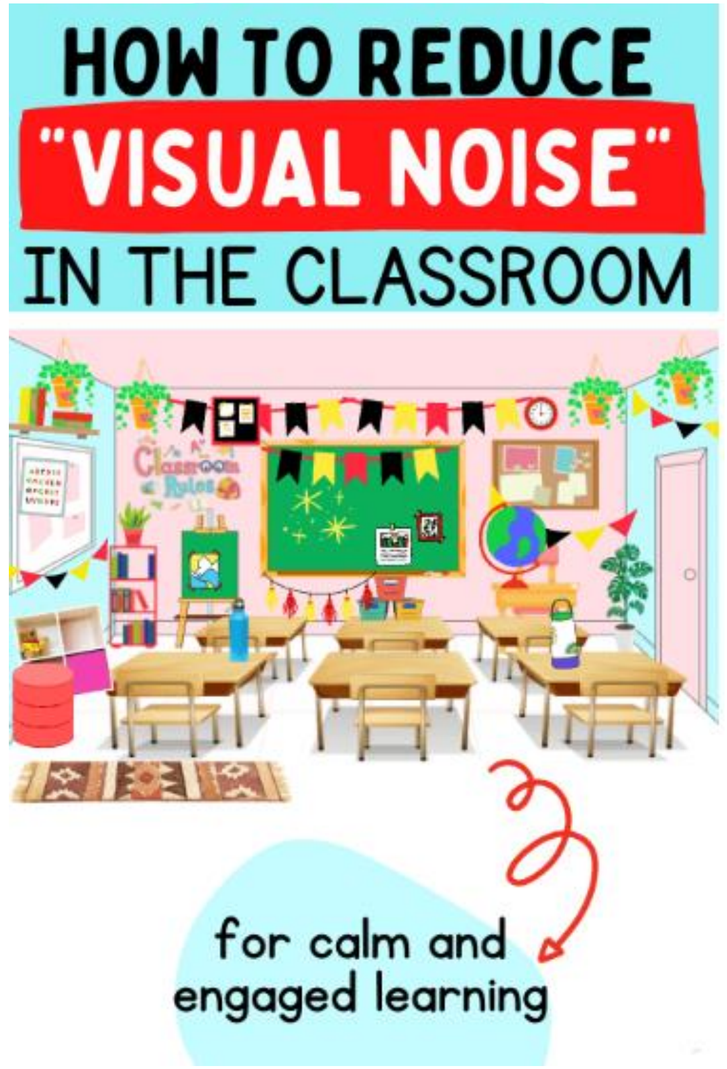
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Scenario 3: Creative Problem Solver

“You have 30 seconds: How can we reduce noise during group activities?”

- Engage students in solving real classroom problems
- Strengthen agency and responsibility

- **Flash Thinking Benefit:**
- Produces practical, student-driven solutions.



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Scenario 4: Project Theme Generator

“Propose a project topic related to our science unit. Time: 15 seconds.”

01 -



- Allow students to co-design the direction of their learning

02 -



- Discover diverse interests

03 -



- Flash Thinking Benefit:
- Rapid collection of themes → teacher and students select one collaboratively.

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Scenario 5: Visual Story Starter

“Create a quick sketch showing what friendship looks like. You have 20 seconds.”

Purpose:

- Trigger imaginative thinking
- Encourage non-verbal expression
- Support art and creativity integration

Flash Thinking Benefit:

- Visual thinking activates different learner strengths.



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Scenario 6: Vocabulary Flash

“Write as many new words related to ‘technology’ as you can in 10 seconds.”

Purpose:

- Build vocabulary quickly
- Engage linguistic learners
- Check understanding

Flash Thinking Benefit:

- High-energy warm-up for language or terminology-heavy lessons.



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Scenario 7: Decision-Making Flash Vote (Instant)

"Choose one activity for tomorrow's lesson: A, B, or C. You have 5 seconds."

Purpose:

- Promote shared decision-making
- Increase ownership and engagement

Flash Thinking Benefit:

- Fast democratic participation → avoids long discussions.



Decision Making
IN THE CLASSROOM

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Scenario 8: Digital Flash Board (Jamboard / Miro)

"In one minute, add a sticky note showing your idea for improving our school environment."

Purpose:

- Support hybrid or digital learning
- Encourage all students to contribute simultaneously

Flash Thinking Benefit:

- Digital co-design enables visible collaboration.

MASTER Miro in 3 Minutes: A QUICK & Effective Overview
https://youtu.be/r0vrPSZjWMQ?si=BV_dOPwALkDRp_jO

www.miro.com

Jamboard

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Scenario 9: Rapid Design Challenge

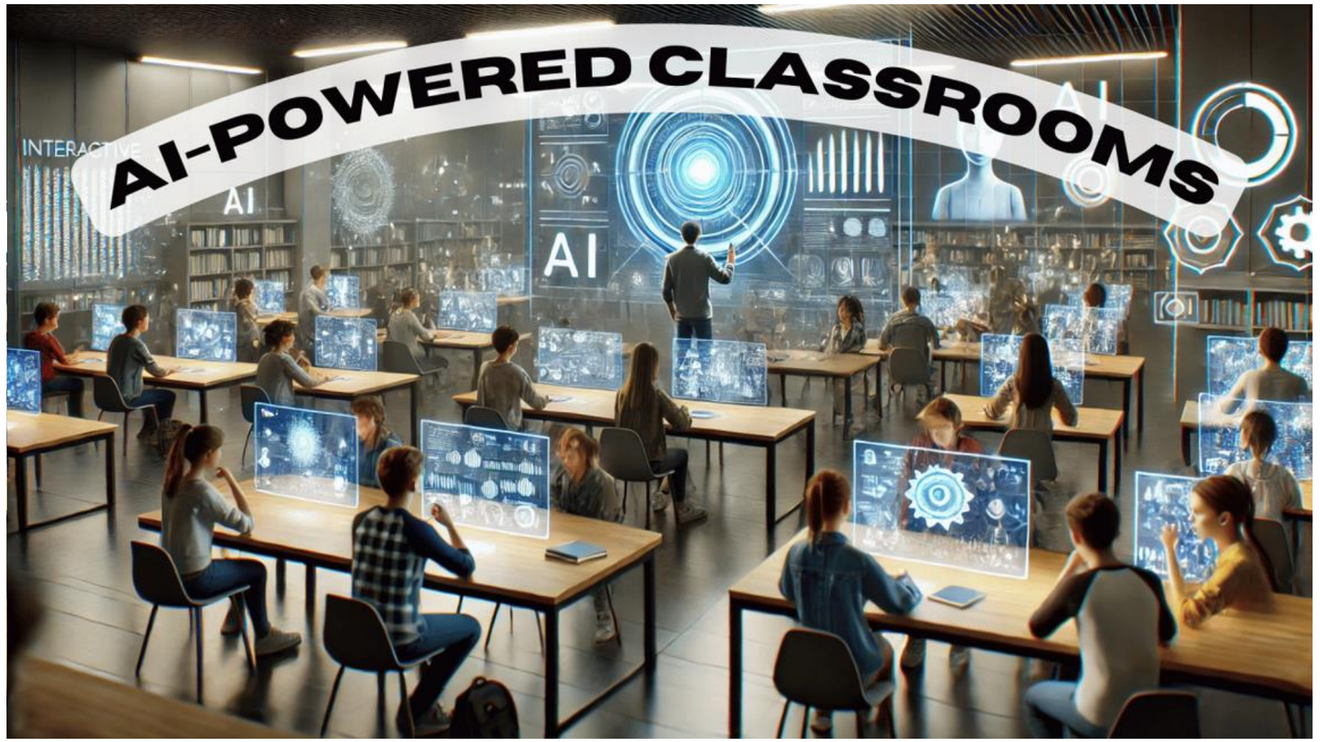
"In 30 seconds, draw or describe a ‘future classroom’ that supports student creativity."

Purpose:

- Inspire vision-building
- Strengthen imagination
- Develop co-design thinking

Flash Thinking Benefit:

- Students share quick prototypes → foundation for deeper design work.



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Scenario 10: Reflection Flash

Reflection Questions

- “Which scenario from Unit 4.3 would be most effective in your classroom, and why?”
- “Which scenario would be the easiest to implement tomorrow with your students?”
- “Which scenarios support student creativity most strongly in your opinion?”
- “Which example scenario could you adapt for digital or hybrid learning?”
- “How can the scenarios in Unit 4.3 strengthen co-design and student agency in your teaching?”

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References

1. https://www.scribd.com/document/538926849/UNIT-5
2. https://miro.com/
3. https://gsuite.google.com/jamboard/

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You have completed Unit 4.3

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