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Module 5 - Lifeboat Exercises

Unit 4 - Tool for designing learning scenario/ lesson plan with this methodology

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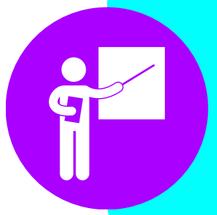
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The learning objectives

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



Use a structured design tool to create a Lifeboat learning activity



Align Lifeboat scenarios with learning outcomes



Plan facilitation, timing, and reflection

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Introducing the Lifeboat Design Tool

What is the Lifeboat Design Tool?

A practical planning framework that helps educators:

- **Structure** decision-making scenarios
- **Balance** freedom and constraints
- **Ensure** meaningful reflection

01- Context & learning outcomes

02- Scenario & constraints

03- Roles & resources

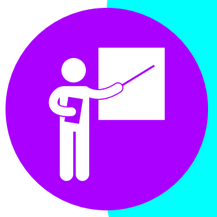
04- Facilitation & timing

The tool is an interdisciplinary one; it can be used across subjects, age groups, and delivery modes.

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Tool Components

The tool is comprised of:



This presentation, containing guidelines for teachers



A **Tool for the Classroom**.
Project it to students in a large group lifeboat exercise.
Fill in collaboratively.



A **Template for Teachers** designing a lifeboat exercise.
Fill it in as you read this material.



A **Template for Students**.
For lifeboat exercises in smaller groups.
Print and hand out individually.

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Step 1: Define Learning Outcomes & Context

Key Questions

- What should learners learn or practice?
- What prior knowledge do they need?
- In what context will the activity take place?

Examples of Learning Ourtcomes

- **Prioritize** information under constraints
- **Justify** decisions using evidence
- **Collaborate** respectfully in a group

Example
Secondary school civics class
Outcome: Students justify public policy priorities using ethical reasoning

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Step 2: Design the Scenario & Constraints

Scenario Design Elements

- A compelling situation (e.g., crisis, limited resources)
- Clear decision to be made
- Explicit constraints (time, number of choices)

GOOD SCENARIOS ARE:

- **Realistic** but simplified
- **Open-ended** (no single correct answer)

Example

- *"Your team can save only 3 of 6 resources before evacuation. Decide which to keep and justify your choices."*

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Step 3: Define Roles, Rules & Resources

ROLES

(optional but powerful):

- Stakeholders with different priorities
- Functional roles (facilitator, recorder, observer)

RULES

1. Equal speaking time
2. Decisions must be justified
3. Consensus or majority vote

RESOURCES

- Role cards
- Information sheets
- Digital collaboration tools

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Step 4: Facilitation, Timing & Online Adaptation

TYPICAL TIMING (30-45 MIN):

Introduction: *5 min*
Group discussion: *15–20 min*
Decision submission: *5 min*
Debrief: *10–15 min*

ONLINE ADAPTATION:

- Breakout rooms
- Shared documents
- Forum-based asynchronous debate

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Step 5: Reflection, Debrief & Assessment

Why Reflection Matters

Learning happens in the debrief, not just the decision.

EFFECTIVE DEBRIEF QUESTIONS

- How did your group decide?
- What values influenced your choices?
- What disagreements emerged?
- What would you change next time?

ASSESSMENT OPTIONS:

- Reflection journals
- Group rationale statements
- Peer feedback

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Some inspiration for potential activities

• Based on an online collaborative tool (i.e padlet) you may create a group decision space and prepare debates for collecting feedback and brainstorm accordingly

Additional Resources

You may spend some time on watching the following video on the link below **https://www.youtube.com/watch?v=NIrk_pehZJY**

You have completed Unit 5.4

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