LEARNING BOX OF UNPLUGGED ACTIVITIES

The emergency decision committee

In this unplugged collaborative activity, participants form an emergency response committee tasked with managing a sudden critical situation, such as a supply shortage, public incident, or organizational breakdown. Working in teams, they must quickly understand the situation, assign roles, and coordinate decisions under time pressure.

Each team receives evolving information about the crisis, including constraints, new developments, and conflicting priorities. Participants must collaborate to define responsibilities (e.g., coordinator, analyst, communicator), prioritize actions, and make collective decisions while adapting to changing conditions.

Target Group

- ☐ Low-skilled adults with low digital competences
- ☑ Low-skilled adults with limited formal education or qualifications
- ☑ Low-skilled adults with low participation in lifelong learning / training opportunities

Learning Objectives

- Analyze complex and dynamic situations by identifying key elements, constraints, and relationships
- Apply decomposition to break down a problem into manageable tasks, priorities, and decision points
- Identify patterns and emerging trends in evolving or incomplete information
- Use abstraction to focus on critical data while filtering out non-essential details, especially under constraints
- Develop and apply structured approaches to decision-making in complex scenarios

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Theme

Crisis management and collaborative decision-making in emergency situations

Duration

60mins - 90mins

Level

Intermediate

Computational Thinking Steps Used

- ☑ Decomposition
- ☑ Pattern recognition
- ☑ Abstraction
- ☑ Algorithmic thinking

Methodological Approach

- ☐ Gamification
- ☑ Challenge-Based Learning
- ☑ Collaborative learning
- ☐ Experiential learning

Competence Areas

a) Innovation Competences

- ☐ Creativity
- ☑ Critical thinking
- ☑ Problem solving
- ☐ Communication
- ☑ Collaboration

b) Information Literacy Competences

- ☑ Ability to access, understand and critically analyse information
- ☐ Interpretation of digital and visual content
- ☐ Awareness of media influence and biases

c) Life and Career Competences

- ☑ Flexibility and adaptability
- ☑ Initiative and autonomy
- ☐ Sociability and intercultural competence
- ☑ Productivity
- ☑ Leadership and responsibility

Learning Outcomes

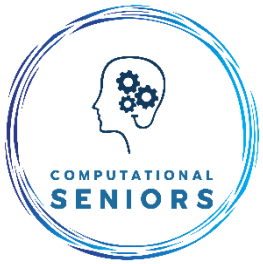
- Organize and interpret dynamic and evolving information in complex situations
- Identify and prioritize key elements and constraints affecting a problem
- Decompose complex situations into manageable components, tasks, or processes
- Recognize patterns and trends in changing information to support decision-making
- Apply structured and justified approaches to decision-making in complex contexts
- Coordinate and adapt actions based on shared understanding and emerging information

Notes

- Introduce the crisis in phases (initial situation → new updates → escalation) to simulate real-time decision-making.
- Ensure roles are clearly defined and necessary for collaboration (e.g., coordinator, analyst,

communicator, logistics manager).

- Encourage structured communication within teams (brief updates, clear justification of decisions).
- Include conflicting or incomplete information to force prioritization and critical thinking.



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The emergency decision committee

Step 1: Form the committee and understand the crisis

Participants are organized into teams and assigned to an "Emergency Decision Committee." Each team receives an initial crisis scenario (e.g., supply shortage, public incident, system failure) along with incomplete and urgent background information.

Teams must first clarify the situation by identifying what is known, what is missing, and what immediate risks exist. They also assign roles within the team (e.g., coordinator, analyst, communicator, logistics lead) to ensure structured collaboration.

Computational thinking focus: Decomposition, breaking the crisis into key elements such as stakeholders, resources, risks, and urgent tasks.

Step 2: Respond to evolving crisis updates

The facilitator introduces the challenge in stages, providing new information over time (e.g., escalation of the problem, conflicting reports, resource limitations, external pressures).

Teams must continuously analyze updates, adjust priorities, and coordinate internally to decide the best course of action. Communication and role coordination are essential, as decisions must be made under time pressure.

Computational thinking focus: Pattern recognition, identifying emerging trends and recurring issues in the evolving crisis. Abstraction, filtering out irrelevant or distracting information to focus on critical data.

COMPUTATIONAL SENIORS

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Step 3: Decide, justify, and present the response plan

Each team develops a final coordinated action plan to address the crisis. They must decide what actions to take, in what order, and who is responsible for each step.

Teams present their solution, explaining their reasoning, how they managed uncertainty, and how they coordinated decisions under pressure. After presentations, a reflection phase compares different strategies.

Computational thinking focus: Algorithmic thinking, designing a structured, step-by-step response plan to solve a complex, time-sensitive problem collaboratively.

The emergency decision committee

ACTIVITY CARDS

The emergency decision committee

Card Categories

- **Team role**
- **Initial information**
- **Events**
- **Resources**

Priority Levels

Essential
Extremely necessary to take into consideration

High
Importance

Medium
Helpful to take into consideration

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Print and cut the cards on the following slides to use in the activity.

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COORDINATOR

Leads the discussion.

Ensures everyone contributes.

Makes sure decisions are reached.

INFORMATION ANALYST

Reviews incoming information.

Identifies important facts.

Detects missing information.

COMMUNICATIONS OFFICER

Explains decisions clearly.

Prepares updates for the public.

Keeps information consistent.

LOGISTICS MANAGER

Organises people and resources.

Prioritises available equipment and supplies.

INFORMATION

Only two emergency teams are available.

INFORMATION

The budget is limited.

INFORMATION

Several roads are blocked.

INFORMATION

Some information from the public may be inaccurate.

NUMBER OF AFFECTED PEOPLE

More people are affected than originally reported.

Review your priorities.

Priority: Essential

ADDITIONAL SUPPORT

A volunteer group offers additional support.

How will you use them?

Priority: Essential

EMERGENCY TEAM

One emergency team becomes unavailable.

Redistribute responsibilities.

Priority: Essential

WEATHER FORECAST

The weather is getting worse.

Transport will become more difficult.

Priority: Essential

TRANSPORT VEHICLE

Can deliver supplies or move people.

Priority: High

VOLUNTEER GROUP

Can assist with non-specialist tasks.

Priority: High

COMMUNICATION EQUIPMENT

Improves coordination between teams.

Priority: High

EMERGENCY BUDGET

Can be spent on one additional resource.

Priority: High