# Teaching module: Energy and the Public Session 3: Communication among stakeholders and their participation in decision making

#

**Class plan Class time:** 4 × 45 min

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Activity name | Procedure | Teaching guide | Method | Interaction type\* | Expected outcome | Materials | Overall time |
| 1 | Decision making about a deep geological repository of nuclear waste in Europe (case study) | 1. Video about the deep geological repository (DGR).
2. Lecture.
3. Exercise.
 | T clarifies the technical concept of DGR as the globally preferred solution for disposing of nuclear waste. Short PPT presentation frames the whole issue from the viewpoint of social sciences and humanities (SSH). T guides Ss to explore various implementation aspects that are nontechnical in their nature and require the incorporation of SSH expertise. | * Presentation
* Lecture
* Exercise
 | T → SsT ↔ Ss | * Understanding the impact of energy projects on social relations
* Understanding the implementation aspects of energy projects from the sociological perspective
 | * TM3-ST3-RM1-introductory video
* TM3-ST3-AM1-PP lecture
 | 40 min |
| 2  | Typology of stakeholders and their communication | 1. Describe types of stakeholders involved in the DGR siting process.
2. Explain four circles of communication about energy issues.
 | T uses the PPT presentation for support. Presentation introduces the concept of circles of communication that will be important for the following exercise. | * Lecture
 | T → Ss | * Understanding processes of communication on energy issues
 | * TM3-ST3-AM2-PP lecture
 | 10 min |
| 3 | Practices for the decision-making | 1. Explain a set of practices for participation in the decision-making.
2. Students try to assign each practice to the correct circle of communication.
 | Each practice is presented on a separate PPT slide and T asks Ss to what circle of communication they would assign it and why. T records Ss’ replies on the flipchart/whiteboard. After students have assigned all the practices, T provides feedback regarding the correctness of their assignments. T presents an overview of all practices and gives Ss the handout with this overview. | * Exercise
 | T ↔ Ss | * Understanding practices for participation in decision making
 | * TM3-ST3-AM3-PP exercise,
* TM3-ST3-AM4-handout
 | 30 min |
| 4 | Types of measures to benefit local stakeholders | 1. Explain four basic types of measures to benefit local stakeholders.
 | Use the PPT presentation for support. | * Lecture
 | T → Ss | * Focusing attention
* Exploring the case study topic
 | * TM3-ST3-AM5-PP lecture
 | 10 min |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Activity name | Procedure | Teaching guide | Method | Interaction type\* | Expected outcome | Materials | Overall time |
| break |
| 5 | Strategy for communication and decision making about energy issues | 1. Divide Ss into groups (min. two students per group).
2. Introduce the project activity.
3. Assign tasks.
4. Groups elaborate projects.
 | T uses PPT presentation to relate the outcomes of the first part of the session to this project exercise. T assigns each group a different fictional problem situation linked with the siting of an energy facility. Each situation is described in a brief summary, which is schematic enough to allow T or Ss to frame the situation further (e.g. in relation to the national or regional context known to Ss). Three descriptions of problem situations are available: siting of a larger wind farm, introducing a smart grid technology to the municipality, and constructing a new reactor in an existing nuclear power plant.Each group fills in the ready-made PPT document template. Ss may use the internet to search for information. They have roughly 50 minutes to complete their project. T stays in the classroom, follows attentively, stays ready to assist students with any questions or difficulties. | * Presentation
* Project
 | T → SsSs ↔ Ss | * Systemizing knowledge about stakeholder participation tools
* Groups of students ready to start the exercise
 | * TM3-ST3-AM6-PP project
* TM3-ST3-AM7-handout
 | 60 min |
| 6  | Presentation of results & debriefing | 1. Representative(s) from each group present(s) the project.
2. Discuss each project.
3. Final summary of the session.
 | Ss from other group(s) may react, ask questions and exchange their views. T moderates the interaction, checks to what extent the projects employ the knowledge presented in the first part of the session, and provides final feedback to Ss. | * Presentation
* Discussion
 | T ↔ Ss | * TM3-ST3-AM8-reading tips
 | 30 min |

\* Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**→** - one-way

**↔** - two-way