# Teaching module: Philosophy and ethics of energy development Session 3: Energy and ethics

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**Class plan Class time:** 2 × 45 min

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| No. | Activity name | Procedure | Teaching guide | Method | Interaction type\* | Expected outcome | Materials | Overall time |
| 1 | Ethical dimension of energy issues | 1. Video about ‘energy and ethics’. 2. Discuss the video. | The aim of the video screening is to stimulate reflection of the ethical dimension of energy. The discussion will be a starting point for approaching the idea of ethics at the beginning of the following lecture. | * Presentation * Discussion | T → Ss | * understanding the ethical dimension of energy issues | * TM2-ST3-RM1-introductory video | 20 min |
| 2 | General ethics and energy ethics | 1. Explain the general idea of ethics. 2. Explain responsibility issues associated with energy. 3. Explain energy justice. | T uses the PPT presentation to support the lecture. | * Lecture | T → Ss | * understanding the relationship between general ethics and energy ethics * understanding the responsibility and justice issues related to energy | * TM3-ST3-AM1-PP lecture | 20 min |
| 3 | Energy responsibility and justice | 1. Divide Ss into groups. 2. Group task assignment. 3. Student groups work on their tasks (using PPT document template) | T and Ss organize the space so that each group can work separately without disturbing the others. T stays attentive and ready to assist Ss in completing the task. | * Group work | T ↔ Ss  Ss ↔ Ss | * competence to consider responsibility issues in energy * competence to consider justice issues in energy | * TM3-ST3-AM2-handout * TM3-ST3-AM3-PP group work | 25 min |
| 4 | Presentation of results & debriefing | 1. Representative(s) from each group present(s) the results. 2. Discuss each presentation. 3. Final summary of the session. | Representative(s) of each group present(s) the results of the group work. After each presentation, Ss from other group(s) have room to comment on the presentation, express their views and ask questions. T may use whiteboard or flipchart to note down the most important findings. | * Presentation * Discussion | Ss ↔ Ss  T ↔ Ss | * TM3-ST3-RM2-reading tips | 25 min |

\* Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**→** - one way

**↔** - two way