# 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 ↔ SsSs ↔ 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 ↔ SsT ↔ Ss | * TM3-ST3-RM2-reading tips
 | 25 min |

\* Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**→** - one way

**↔** - two way