# Teaching module: TM7 Conflict Management Session 2:

Role play panel discussion about a geothermal energy facility

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**Class plan Class time:** 90 min.

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| No. | Activity name | Procedure | Teaching guide | Method | Interaction type\* | Expected outcome | Materials | Time allocation |
| 1. | Introduction | 1. Introduction of the role-play method used in the seminar
2. Presentation of the (hypothetical) conflict that build the basis for the role play
 | * Make the students aware that the group work offers the possibility of active participation in their own learning process.
* You can start the description of the conflict with: "The storyline of the role play is a panel discussion which brings together parties that have different positions about a planned exploration for a geothermal energy project within a community.”
 | * Lecture using PowerPoint slides
 | T 🡪Ss | * The students learn about the role play teaching method as it is used in this module.
* They also gain an understanding about the controversy used for the role play.
 | * TM7-S2-RM-01-method\_of\_roleplaying
* TM7-S2-RM-02-description\_of\_the\_case
* TM7-S2-RM-03-ppt\_illustration\_of\_the\_case\_description
 | 10 min |
| 2. | Preparing the panel discussion | 1. Students build groups
 | * Students build 4 groups (local politicians, project developers, citizens, environmental administration)
* Each group discusses the perspective (interests, capacities etc.) of their actor.
* A couple of questions are handed to the students that guide their discussion and preparation.
* Students prepare for taking the role of the actor/representing the actors’ position within the discussion.
* During the preparation phase the teacher prepares the room for the panel discussion.
 | * Group work
 | T 🡨🡪Ss | * Familiarization with the differing positions of the actors within the conflict.
* Students should also recognize some of the points highlighted in the first session of the module.
 | * TM7-S2-RM-04-Role\_of\_the\_moderator
* TM7-S2-RM-05-Role\_Cards
* TM7-S2-RM-06-Handout group work\_preparation\_role\_play
 | 30 min |
| 3. | Panel discussion | 1. Panel discussion
 | * The moderator starts the discussion: they introduce the scenario and the panelists, and ask the panelists to present their position within the conflict.
* Each group explains their perspective on the issue at hand, their interests, goals, and expectations regarding what decisions should be taken.
* They also explain how they plan to articulate their interests, goals etc. (e.g. striving for a public debate, organizing protests, bringing in additional expertise, etc.).
* The moderator ends the discussion after about 20 minutes and summarizes the debate.
 | * Role play in the form of a panel discussion
 | T 🡨🡪Ss | * Revealing and understanding actors’ different interests, objectives, and values within technological controversies.
* Students are given the opportunity to empathize with positions that are not familiar to them and develop awareness for diverging perspectives.
 | * none
 | 35 min |
| 4. | Reflection | 1. Reflect on the group discussion
 | * Guide the discussion by summarizing and clustering arguments that the students make and by referring to conflict-related issues and categories that were introduced and/or discussed in the first session. Possible questions can be found in the E-Book.
* If possible, write down the arguments brought forward by the students during the reflection.
 | * Joint discussion
 | T 🡨🡪Ss | * The students learn to reflect on the diversity of arguments and perspectives in the context of a socio-technical conflict, as well as the means used by actors to promote their arguments.
* Students should try to understand the reasons behind this diversity.
 | * none
 | 15 min |

\* Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**🡪** - one way

**🡨🡪** - two way