# Teaching module: TM7 Conflict Management Session 3:

Key questions for understanding conflicts and an introduction to conflict management approaches

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

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| No. | Activity name | Procedure | Teaching guide | Method | Interaction type\* | Learning outcome | Materials | Time allocation |
| 1. | Reflection | 1. Taking up the reflection on the group discussion of the previous session. | * The teacher starts the reflection: “In the last session we had a panel discussion. Now let’s summarize the key points—what lessons did we learn?” * The teacher should use the notes taken in the previous session. Use those notes to compare the students’ viewpoints and reflect them back to them. * Cluster their responses into categories: this helps the students to understand the content. | * Repetition | T 🡨🡪 Ss | * Reflecting on the experience of the role play activity. | * none | 10 min |
| 2. | Deriving key questions about a conflict | 1. Exploratory task and guided discussion | * Based on the experience from the discussion/role play, the students work out central questions that should be asked in order to understand a conflict * The teacher supplements if central questions are not identified by the students. | * Discussion | T 🡨🡪 Ss | * Processing the material from the previous session and working out what questions need to be asked in order to understand a technological controversy. | * TM7-S2-RM-03-ppt\_illustration\_of\_the\_case\_description * TM7-S3-RM-01-Key questions conflict | 25 min |
| 3. | Applying key questions to another case | 1. Reading the case study example 2. Guided Discussion | * The students will now be asked to apply the knowledge they gained to another conflicting situation in a context of an energy technology. * You have two options for carrying out this activity:   **1.** Use the following newspaper article, published in The Guardian. **2.** Ask the students if one of them has an example of technological conflict from their own personal experience or from the media. The student who has a suitable example shall briefly explain the example to the group. | * (Reading), analyzing, discussion | T 🡨🡪Ss | * Transfer previously acquired knowledge to a new case and thereby internalizing it | * TM7-S3-RM-02-Vaughan\_2017\_newspaper\_article\_fracking\_Wales | 20 min |
| 4. | Lecture | 1. Lecture and introduction into conflict management approaches | * In the frame of this module, it is not possible to give a comprehensive introduction into conflict management. However, very briefly some examples for conflict management will be given. | * Lecture using PowerPoint slides | T 🡪Ss | * Gaining an insight into conflict management. | * TM7-S3-RM-03-ppt\_lecture\_conflict management | 15 min |
| 5. | Intervention | 1. Brief discussion on conflict management | * Ask the students which approach they would use to deal with the conflict discussed in activity 3. | * Discussion | T 🡨🡪Ss | * Applying knowledge from the lecture. | * none | 10 min |
| 6. | Summary and conclusion | 1. summary and conclusion for the whole module | * Summarize briefly the content of the entire module and ask the students what knowledge they gained from the module for themselves. | * Repetition | T 🡨🡪Ss | * Revision of all the content in the conflict management module. | * TM7-S3-RM-04-ppt\_last slide | 10 min |

\* Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**🡪** - one way

**🡨🡪** - two way