**Class plan**

**(detailed)**

Teaching module: **Social Impact of Energy Technologies. S-LCA**  Session: 2. **Develop an S-LCA analysis** Class time: **3x45min**

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| No. | Activity name | Procedure | Teaching guide | Method | Interaction type | Expected outcome | Materials | Overall time |
| 1. | Introductory presentation of the case study | 1. Presentation of the case study by chosen group of Ss. 2. Discussion and clarifications. | Ss present the case study in class. T complements the information if needed | * Presentation from Ss * Discussion | Ss <-> Ss  T <-> Ss | * Understanding of the case study. | * TM4-S2-AM1 * TM4-S2-AM2 | 20 min |
| 2. | Basic steps in the SLCA methodology | 1. Short presentation | T reminds the analysis to be developed and the SLCA methodology. | * Presentation | T -> Ss | * Reminder of the basic steps in SLCA | * TM4-S2-AM1 * TM4-S2-AM2 | 5 min |
| 3. | Definition of scope: boundaries | 1. Group work on Boundaries of the analysis. 2. Discussion in class | Ss discuss in the groups and work together. T goes around the groups and answers questions. | * Workshop * Discussion in working groups * Class discussion | Ss <-> Ss | * Understanding how to define goal and scope in SLCA | * TM4-S2-AM1 * TM4-S2-AM2 * TM4-S2-RM3 * TM4-S2-RM2 | 10 min |
| 4. | Definition of scope: stakeholders | 1. Group work on Boundaries of the analysis. 2. Discussion in class | Ss discuss in the groups and work together. T goes around the groups and answers questions. | * Workshop * Discussion in working groups * Class discussion | Ss <-> Ss | * Understanding how to define goal and scope in SLCA | * TM4-S2-AM1 * TM4-S2-AM2 * TM4-S2-RM3 | 15 min |
| 5. | Inventory analysis | 1. Short presentation on data collection 2. Presentation on categories in order to prepare for the next activity. | T reminds the main steps in LCIA and provides some clues in order to prepare for the next activity. | * Presentation | T -> Ss | * Reminder of main features of the Life Cycle Inventory Analysis | * TM4-S2-AM1 * TM4-S2-AM2 | 15 min |
| 6. | Impact assessment: subcategories and indicators | 1. Short introduction by teacher 2. Group work on impact subcategories and indicators 3. Discussion | T advices Ss that the LCIA activity intends only to be an example of the method. Ss discuss in their working groups on the methodological approach and follow the guidelines. T goes around the group and answers questions. | * Workshop * Discussion in working groups * Class discussion | Ss <-> Ss  T <-> Ss | * Understanding how to select subcategories and indicators for local impact in SLCA. | * TM4-S2-AM1 * TM4-S2-AM2 * TM4-S2-RM3 * TM4-S2-RM2 * TM4-S2-RM4 * TM4-S2-AM3 | 20 min |
| 7. | Impact assessment: weighting factors | 1. Short introduction by teacher 2. Group work on weighting factors 3. Discussion | T advices Ss that the LCIA activity intends only to be an example of the method. Ss discuss in their working groups. T goes around the group and answers questions. | * Workshop * Discussion in working groups * Class discussion | Ss <-> Ss  T <-> Ss | * Practising the aggregation of indicators in SLCA. | * TM4-S2-AM1 * TM4-S2-AM2 * TM4-S2-RM3 * TM4-S2-AM3 * TM4-S2-AM4 | 15 min |
| 8. | Impact assessment: getting values for the indicators | 1. Short introduction by teacher 2. Group work on indicators 3. Discussion | Ss discuss in their working. T goes around the group and answers questions. | * Workshop * Discussion in working groups * Class discussion | Ss <-> Ss  T <-> Ss | * Understanding on how to assess the local impact in SLCA. | * TM4-S2-AM1 * TM4-S2-AM2 * TM4-S2-RM3 * TM4-S2-AM3 * TM4-S2-RM5 * TM4-S2-RM6 | 20 min |
| 9. | Results, discussion and conclusions | 1. Short introduction by teacher 2. Discussion 3. Conclusions of the course. 4. Statement of the homework | Ss discuss on the quality of their assessments and the adequacy of SLCA. T summarises discussion and the whole TM. | * Presentation * Discussion | T <-> Ss  Ss <-> Ss | * Identify lessons learnt | * TM4-S2-AM1 * TM4-S2-AM2 | 15 min |

Interaction type:

**T** – teacher

**S** – student

**Ss** – students

**->** - one way

**<->** - two way