

**Activity 3:** Input on controversial issues- 30 min – LO 1,2

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
3. Input on controversial issues	30 min	<p>The lecturer suggests students reflect on 2 questions in pairs or small groups and then share the results of their discussion with other groups (Think-pair-share format).</p> <p>Students discuss 2 questions and write their responses down briefly (10 min):</p> <ul style="list-style-type: none"> <li>- How do the results of the previous exercises characterize controversial issues?</li> <li>- What kind of difficulties could appear when working with controversial issues in the classroom?</li> </ul> <p>The lecturer then enlists the responses given by student groups, paying attention to the responses not yet mentioned previously as she/he moves to each new group. Students have an opportunity to comment (5 min).</p> <p>Lecturers' presentation (15 min): the lecturer draws students' attention to the definition of</p>	Students actively listen, reflect on their experience of defining controversial issues in the previous exercises and draw conclusions on the principles of teaching controversial issues.	1, 2

		controversial issues, their importance for teaching at school and some rules of teaching controversial issues, demonstrated by the lecturer when facilitating preceding exercises and discussions.		
Preparatory tasks for Students (if they needed):	Participation and active listening in the previous exercises of the workshop.			
<b>Teacher's preparatory actions:</b>	<p>Face-to-face: markers and chart sheets for students to write down their responses to the questions. When students finish their discussion, they hang their flipchart sheets on the board or on the wall next to each other for the lecturer to analyze the responses.</p> <p>Online: several pages in Padlet (<a href="https://padlet.com/">https://padlet.com/</a>) with 2 questions written down on every page. The number of pages should coincide with the number of student groups. The online communication platform should have an option of splitting the participants in groups (Zoom, for ex.). To analyze the responses, the lecturer can go from one board page to another.</p> <p>Visualisation (on a presentation slide or a board, for ex.) of some main rules of working with controversial issues could be useful for better understanding of the information by the students.</p>			
Notes:	Work on controversial issues requires a lot of reflection and, often, emotional involvement. It is important to give students the necessary breaks during the workshop. We suggest taking a 10 – 15 min break after this part of the workshop.			