



Annexure D – Studio project Module 3: Planning for Climate Change

Studio/Active learning project suggestions for Module 3

Estimated length of time: 4 hours

Learning objective: Application of the materials in Module 3

Instructor should prepare for this exercise by gathering relevant local plans or other preparatory documents they wish the students to read, or assigning this task to students in advance of the exercise.

Students should prepare for class by reading the climate plans included as examples with the module, namely:

- ▶ Bangkok, Thailand
- ▶ Cape Town, South Africa
- ▶ Clarence, Tasmania, Australia
- ▶ Lagos, Nigeria
- ▶ Mexico City, Mexico
- ▶ Semarang, Indonesia
- ▶ Plus any locally relevant documents the instructor has assigned.

Note that if students have undertaken the risk and vulnerability assessment activity from Module 1, this can be built on in this exercise.

Hour 1: Student team work

Instructor should assign students into groups of 3-4, or allow them to form their own groups of roughly this size. For the first hour of the class, students work together to compare and contrast the plans they have read. Guiding questions might include:

- ▶ What sorts of policy frameworks structure each plan? In other words, what preexisting policies get mentioned in the background to each report, who wrote the report, and what is the broader (international, national, state, regional, other agencies) policy environment to which the plan contributes?
- ▶ What are the stated goals of each plan? How do these compare? Given the conditions in each country, do the goals of the plan seem appropriate?

- ▶ Do the plans represent full-on strategic planning approaches, ad hoc approaches, mainstreaming, or some combination of these? How can you tell? Any sense of why those were the choices in each case?
- ▶ What sorts of implementation methods are written into each plan? Do these seem sufficient to make the plans have an impact?
- ▶ Can you tell what policy rules each plan uses to prioritize and choose what should be done? How does this compare to the lecture materials?
- ▶ Are there particular ways of communicating that are used in the different plans that you find particularly effective? What graphics did you like, where did the plans become unclear, what could be done about that?

Hour 2: Students report back

Instructor has each team report their findings to the class. Rather than just have each team read its outcomes, it may be more interesting to assign one of the above questions to each team to report, and then have other teams explain whether they found the same thing or something different.

Hour 3: Students work on local needs

Building from the vulnerability assessment completed in Module 1 or from the existing local documents, student teams should imagine what sort of a process would be best to address the vulnerabilities and goals noted. For instance, if an identified vulnerability is reduced access to clean water during dry seasons, have the students consider whether it would be best approached through a full planning process, or a more technical mainstreaming approach. Who would they need to engage in the process? How would it start? What policy rules should be in place for deciding between different policies?

Hour 4: Students report back. Similar to hour 2, student teams report their findings.

Final Product: After the studio teams should write up their findings into a report, including a 1-page executive summary of key lessons of good plans (from their observations of the case studies, extra literature, and the module) and a longer report exploring what could be done locally and applying the lessons of good plans to the local process. Instructors will determine appropriate length, but around 10 pages seems workable.

Grading criteria: (a) accuracy of summaries of plans and comparisons to each other, (b) inclusion of principles from the module and from additional readings, (c) originality and/or theoretical interest of the analysis, conclusions and findings, (d) quality of evidence provided for the findings.

Note that if instructor wants more evaluation measures, he/she could have students complete a brief report on their initial findings for the questions above as applied to the case studies, and turn that in at the start of the studio class prior to group discussion.