Prof. Dr. Helmut Breitmeier u.a.

The Lived Experience of Climate Change

2) The lived experience of climate change

Workbook

kultur- und sozialwissenschaften

FernUniversität in Hagen

Das Werk ist urheberrechtlich geschützt. Die dadurch begründeten Rechte, insbesondere das Recht der Vervielfältigung und Verbreitung sowie der Übersetzung und des Nachdrucks, bleiben, auch bei nur auszugsweiser Verwertung, vorbehalten. Kein Teil des Werkes darf in irgendeiner Form (Druck, Fotokopie, Mikrofilm oder ein anderes Verfahren) ohne schriftliche Genehmigung der FernUniversität reproduziert oder unter Verwendung elektronischer Systeme verarbeitet, vervielfältigt oder verbreitet werden.

T869 Climate Change: from science to lived experience

Module 2: The lived experience of climate change

WORKBOOK

By Gordon Wilson

LECH-e Lived Experience of Climate Change e-learning

Education and Culture DG
Lifelong Learning Programme

Disclaimer

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Grant agreement number *2009-3532/001-001*

Contents

Module 2 workbook **4**
Activity 1 covering Chapter 2 of the textbook (maximum time 2 hours) 6
Activity 2 covering Chapter 2 of the textbook (maximum time 2 hours) 6
Activity 3 covering Chapters 3 and 4 of the textbook (maximum time 4 hours) 8
Activity 4 covering Chapter 4 of the textbook (maximum time 6 hours) 8
Activity 5 covering Chapter 4 of the textbook (maximum time 3 hours) 11
Activity 6 covering Chapters 3 and 4 of the textbook (maximum time 6 hours) 13
Activity 7 covering Chapter 5 of the textbook (maximum time 6 hours) 14
Activity 8 covering Chapter 5 of the textbook (maximum time 8 hours) 14
Activity 9 covering Chapters 4 and 5 of the textbook (maximum time 24 hours) 16
Activity 10 covering Chapter 6 of the textbook (maximum time 6 hours) 17
Activity 11. We are not alone! Capturing the lived experience of climate change in the world (maximum time 2 hours) 19
Appendix 1 **20**
Advice on structuring and writing essays or reports 20
1. Types of question that you are likely to be asked 20
2. Structuring your answer 21
Appendix 2 **24**
Two accounts of the lived experience of climate change from Sub-Saharan Africa 24

Module 2 workbook

Welcome to the workbook for Module 2 *The lived experience of climate change*. This workbook complements the *textbook* for this module and also makes use of the *Water Case Study* which is used in all three modules, audiovisual links, and links to additional reading

This workbook assumes *either*:

> That you have at least read quickly the textbook for Module 2, and preferably also the Water Case Study.

Or

> You are currently reading the textbook for Module 2 and are attempting to do the workbook activities as and when they are suggested in that textbook.

This workbook should help you realise the learning outcomes as set out at the start of the textbook. More generally it aims to:

- Enable you to deepen your understanding of the ideas, concepts, frameworks and issues that are raised in the textbook.
- Gain a critical appreciation of the concepts and frameworks, and develop them further.
- Apply the ideas, concepts and frameworks to new situations and use them to make your own arguments.
- Develop 'transboundary competence' (see Box 1 below) through participation via the virtual learning community in group work and engagement with others.

These aims lead to the overall purpose of the workbook: to increase your satisfaction of studying this module through your active and deep engagement with it. The workbook is not confined to academic frames of reference, therefore, and is equally appropriate for registered Masters students and for those who are studying it more informally as a 'lifelong learning' experience.

The workbook is structured through a number of Activities for you to undertake. These Activities are designed for you to extend and deepen your learning, and with one possible exception[1], not directly for formal assessment. Apart from the possible exception noted, you do not have to do them, but I hope you do for the aims and overall purpose cited above.

[1] The exception concerns any workbook activities which might be deemed compulsory by your accrediting institution. The obvious example is workbook activities which are designed for group work. If the key skill of transboundary competence or similar formulation is part of the learning outcomes of the accrediting institution, satisfactory participation in activities that deliver that learning outcome is likely to be a requirement.