



IO1 – Climate Change  
Awareness  
Compendium of  
Comedy and  
Learning  
Begging Bowl  
SOLUTION



**FARCE!**

Using Satire and Comedy to Promote  
Climate Change Awareness



## Introduction to the Lesson Plan

The aim of this lesson plan is to support you, as a community and adult educator, to deliver a session using the FARCE Climate Change Awareness – Compendium of Comedy and Learning resources, with adult learners in your group. Through this lesson plan, we will provide you with some sample activities that you can use to deliver one of the Comedy Resources from this Compendium in a group-work setting. When preparing to deliver these activities in your group, it is important that you are prepared to use the Comedy for Climate Change resources. For this, we recommend that you complete the relevant modules from our FARCE In-service Training Programme, before delivering these activities in your practice.

## Introduction to the Climate Change topic

The global food system is dominated by agribusiness and industrial agriculture, generating an increasing use of natural resources and a massive production of waste. At the same time, nearly one billion people suffer from malnutrition and demographic studies predict a world population of nearly 9 billion in 2050. It is urgent to reconsider these modes of organization in favour of alternative food systems, in particular by adopting sustainable and local food.

In recent years, the concept of "sustainability" of food has emerged. It is part of a relatively recent field of research that describes its various links with the environment. It is a complex concept to define because it is located at the interface of a multitude of disciplinary fields (environment, social, economic, health, nutrition, etc.).

However, it is important to understand the weight of the Western food model. Too rich in processed products (and moreover too fatty, salty and sweet) and in proteins of animal origin, this model induces a production system that consumes too many natural resources and destroys natural areas. This type of diet has led in France to an increase in the obesity rate from 6% in 1980 to more than 15% in 2014<sup>1</sup>.

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<sup>1</sup> <https://www.wwf.fr/champs-daction/alimentation/regimes-alimentaires>





WWF conducted a study on the main diets (standard, flexitarian, vegetarian, vegan) that are developing in French society. Thanks to a prospective modelling of the distribution of these diets in the French population, this study has highlighted how these diets could contribute to reduce the greenhouse gas emissions (GHG) of the French by 2050. The study shows that it is possible to reach a -40% GHG reduction target by 2030, but that it will be more difficult to reach a -75% reduction by 2050.

Achieving such a reduction target therefore requires significant changes in eating habits and agricultural production methods, but also in other major areas of activity that cut across the food sector: increasing the energy efficiency of vehicles, reducing the carbon intensity of fuels, developing low-carbon building materials, controlling industrial energy demand, reducing waste production and recycling/treatment, etc.

## Getting to know the Resources

In this section, we will provide you with a brief introduction to the Comedy Resource that you will use in when delivering this lesson plan in a group of adult learners.

### What is covered in the Comedy Resource?

This comedy resource is a humour movie poster taken from the movie “Mars Attacks”. It evokes the importance of eating fruits and vegetables and reducing consumption of meat and animal products.

Through this poster, the educator can:

- Raise awareness about eating fruits and vegetables
- Discuss with students about the importance of choosing seasonal products
- Raise awareness about buying local products to reduce gas emissions

### Applying this Comedy Resource

This poster can be used to introduce the topic of food waste. It provides a visual support to present the topic in a fun way.





## Lesson Plan

<b>Title of Session:</b>	<b>Mushrooms Attacks</b>	
<b>Duration</b>	<b>Resources Required:</b>	
This lesson plan will take <b>60 minutes</b> to deliver	To deliver this lesson plan, you will require the following resources: <ul style="list-style-type: none"> <li>• Comedy piece “Mushrooms Attacks” poster</li> <li>• 1 laptop for the tutor</li> <li>• Internet connection</li> <li>• Projector</li> <li>• 1 laptop or Smartphone for each participant</li> <li>• Whiteboard</li> <li>• Markers</li> </ul>	
<b>Learning Outcomes</b>		
<b>On successful completion of this lesson, learners will acquire:</b> <ul style="list-style-type: none"> <li>• Factual knowledge of sustainable food.</li> <li>• Factual knowledge of the environmental impact of food miles.</li> <li>• Factual knowledge of farm-to-fork, and how to plan a sustainable menu.</li> </ul>		
<b>Workshop Opening</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
<b>10 minutes</b>	<p>Show the “Mushrooms Attacks” poster to the students.</p> <p>Ask them if they have ever heard about seasonal diets and if some of them is flexitarian, vegetarian or vegan.</p> <p>Start a discussion by asking them why they think that is good for the environment to stick to these kinds of diets and to buy seasonal and local products.</p>	<p>GIF “It’s not food waste...Until you throw it away!”</p> <p>PC</p> <p>Projector</p>





Group Activity 1		
Duratio n	Description of Activity	Links to Support Materials
20 minutes	<p>Ask the students to conduct a research on the Internet about food sustainability.</p> <p>Then ask your students to work in pairs and to find a definition of the following concepts related to food sustainability and write the definitions on a paper the</p> <ul style="list-style-type: none"> <li>• Food miles</li> <li>• Farm-to-fork</li> <li>• Flexitarian, vegetarian and vegan</li> <li>• Seasonal fruits and vegetables</li> </ul> <p>You can suggest to use the following links or to find more information on other websites:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.igd.com/articles/article-viewer/t/food-miles-evaluating-the-impact/i/15523">https://www.igd.com/articles/article-viewer/t/food-miles-evaluating-the-impact/i/15523</a></li> <li>• <a href="https://ec.europa.eu/food/horizontal-topics/farm-fork-strategy_en">https://ec.europa.eu/food/horizontal-topics/farm-fork-strategy_en</a></li> <li>• <a href="https://www.northshore.org/healthy-you/vegan-flexitarian-vegetarian-pescatarian-and-macrobiotic-diets--whats-the-difference/">https://www.northshore.org/healthy-you/vegan-flexitarian-vegetarian-pescatarian-and-macrobiotic-diets--whats-the-difference/</a></li> <li>• <a href="http://www.jandjfoods.com/list-of-peak-seasons-for-fruits-and-veggie">http://www.jandjfoods.com/list-of-peak-seasons-for-fruits-and-veggie</a></li> </ul>	<p>Material needed:</p> <p>PC</p> <p>Internet connection</p> <p>1 PC or Smartphone per pair of participants</p> <p>Pen and papers</p>
Group Activity 2		
Duratio n	Description of Activity	Links to Support Materials





<p><b>20 minutes</b></p>	<p>Ask them to work in 4 groups, each group corresponds to a season: winter, spring, summer and autumn.</p> <p>Ask them to conduct a research on the Internet about the seasonal fruits and vegetables typical of their season. They will have to draft a list with the fruits and vegetables they will find.</p> <p>Then, you will organize a “Crazy Salad Contest” where the 4 groups will have to draft the receipt for a brand new salad including only the seasonal fruits and vegetables from the season of their group.</p> <p>Finally, each group will present their receipt to the other and they will have to vote for the most original seasonal salad.</p>	<p>Material needed:</p> <p>PC</p> <p>Internet connection</p> <p>1 PC or Smartphone per pair of participants</p> <p>Papers and pens</p>
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### Workshop Close

Duration	Description of Activity	Links to Evaluation Survey
<p><b>10 minutes</b></p>	<p>Ask the participants to assess the resource, the workshop and the activities through this anonymous survey.</p>	<p><a href="https://docs.google.com/forms/d/e/1FAIpQLSdoz-nJ5XXP_rMg0h5ubG3P6PhdzbKuWnv9QRCAHnJit33Gtg/viwwform">https://docs.google.com/forms/d/e/1FAIpQLSdoz-nJ5XXP_rMg0h5ubG3P6PhdzbKuWnv9QRCAHnJit33Gtg/viwwform</a></p>





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CREATIVE EXCHANGE



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