



IO1 – Climate Change
Awareness
Compendium of
Comedy and
Learning
Lesson Plan



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

In the EU, most countries have reported an increase in the motorisation rate of [passenger cars](#) (number per thousand inhabitants) in the period 2010–2019¹. Cyprus is one of the countries recorded the highest rates. In 12 out of 23 EU Member States for which 2019 data are available, more than 50% of the cars were petrol cars, while Cyprus reported the second highest percentage (79.9%). The last five years, significant improvements were made with the introduction of public transport (buses) and basic infrastructure. However, only 2% of the locals use the buses².

Transport is responsible for nearly 30% of the EU's total CO₂ emissions, of which 72% comes from road transportation³. Atmospheric levels of carbon dioxide—the most dangerous and prevalent greenhouse gas—are at the [highest levels](#) ever recorded. Greenhouse gas levels are so high primarily because [humans have released them into the air](#) by burning fossil fuels. The gases [absorb solar energy](#) and keep heat close to Earth's surface, rather than letting it escape into space. That trapping of heat is known as the greenhouse effect⁴. With

¹ [Transport equipment statistics - Statistics Explained \(europa.eu\)](#)

² [How can we ensure sustainable transport and mobility in the wider united Nicosia region by 2030? \(cea.org.cy\)](#)

³ [CO₂ emissions from cars: facts and figures \(infographics\) | News | European Parliament \(europa.eu\)](#)

⁴ [Carbon dioxide in the atmosphere is at a record high. Here's what you need to know. \(nationalgeographic.com\)](#)





an average of 1.7 people per car in Europe, other modes of transport, such as buses, are currently a cleaner alternative.

The 'European Green Deal' of 11 December 2019 (COM(2019)640 final) is the Commission plan to make the EU's economy sustainable. Its aim is to turn climate and environmental challenges into opportunities and make the transition just and inclusive for all. The European Green Deal provides an action plan to boost the efficient use of resources by moving to a clean, circular economy restore biodiversity and cut pollution. The EU aims to be climate neutral in 2050. This strategy comprises a roadmap for putting European transport firmly on the right track for a sustainable and smart future. Various milestones are set out to show the European transport system's path towards achieving the objectives of a sustainable, smart and resilient mobility, thereby indicating the necessary ambition for future policies. These milestones comprise:

- By 2030, e.g. at least 30 million zero-emission vehicles will be in operation on European roads and high-speed rail traffic will double.
- By 2035, e.g. zero-emission large aircraft will become ready for market.
- By 2050, e.g. nearly all cars, vans, buses as well as new heavy-duty vehicles will be zero emission, rail freight traffic will double and high-speed rail traffic will triple⁵.

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?

A young Cypriot citizen is describing her experience of using public transportation (bus) in Nicosia. With a humorous way she explains the pros and cons of using eco transportation in Cyprus. The fact is most Cypriot are using their own vehicles and the public transportation is not yet that developed. However, improvements have been made so far. It's a vlogger stand-up comedy video, an approach which is very common nowadays between young

⁵ [Transport equipment statistics - Statistics Explained \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&code=ts0000011)





people. Actors and non-actors are using this method to target the audience and share their opinion. It's an entertaining and engaging way to talk about serious issues. Moreover, it's easy to share it on social media.

Applying this Comedy Resource

Group activities can be more engaging in the processing of information. Effective management of group activity before, during, and after further maximizes learning. Provide clear instructions (maybe written) to the learners that list the task; the expected product; and the method of "debriefing" or "reporting out". Explain the motivation and learning goals for the activity. Establish accountability for both individual and groups.

Provide students with the necessary resources to succeed. Always set a time a limit for the activity and periodically inform students about how much time remains⁶.

Lesson Plan

Title of Session:	Eleni in Bus-land
Duration	Resources Required:
This lesson plan will take 60 minutes to deliver	To deliver this lesson plan, you will require the following resources: <ul style="list-style-type: none"> • Monitor/projector to show the comedy resource • A2 or A1/A4 Papers and pens • Internet access • Smartphones or laptops/tablets
Learning Outcomes	
On successful completion of this lesson, learners will be able to: <ul style="list-style-type: none"> • Identify pros and cons of the use of different means of transportation • Understand the environmental impact of using a car • Share their opinion to the group 	

⁶ [Guidelines for Using Groups Effectively | CRLT \(umich.edu\)](https://crlt.umich.edu/guidelines-for-using-groups-effectively)





Workshop Opening		
Duration	Description of Activity	Links to Support Materials
10 minutes	The participants watch the comedy resource. They pose their opinion; do they agree or disagree? Which means of transportation do they usually use?	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
15 minutes	<p>The participants break in two groups. The topic is means of transportation in Cyprus. The first group will search on why in Cyprus it's better to use a car and the second group will search on why it's better to use public transportation and bikes.</p> <p>In 5 min each individual must collect and write the ideas to support the given opinion. They are encouraged to research on the web e.g. fuel costs, bus routes/costs, environmental impact.</p> <p>Next, each participant will share her/his findings to the rest of his/her group. (10')</p> <p>At the end they must select the 10 best reasons.</p>	<p>https://publictransport.com.cy/</p> <p>https://www.intercity-buses.com/?wp=home</p> <p>https://cyprusfuelguide.com/</p> <p>Transport equipment statistics - Statistics Explained (europa.eu)</p> <p>How can we ensure sustainable transport and mobility in the wider united Nicosia region by 2030? (cea.org.cy)</p>
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
25 minutes	<p>Each group presents the 10 best reasons on a big paper sheet and stick them on the wall.</p> <p>The participants break in two different groups this time. Considering the 10 best reasons they are trying to find everyday solutions regarding this subject.</p> <p>They can write them on a big paper.</p>	
Workshop Close		





Duration	Description of Activity	Links to Evaluation Survey
10 minutes	The two groups are presenting their results and discuss/reflect.	





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