



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

First Vice-President Frans Timmermans of European Commission, responsible for sustainable development, said: "If we don't change the way we produce and use plastics, there will be more plastics than fish in our oceans by 2050. We must stop plastics getting into our water, our food, and even our bodies. The only long-term solution is to reduce plastic waste by recycling and reusing more. This is a challenge that citizens, industry and governments must tackle together. With the EU Plastics Strategy we are also driving a new and more circular business model. We need to invest in innovative new technologies that keep our citizens and our environment safe whilst keeping our industry competitive."¹

Every year, Europeans generate 25 million tonnes of plastic waste, but less than 30% is collected for recycling. Across the world, plastics make up 85% of beach litter. And plastics are even reaching citizens' lungs and dinner tables, with microplastics in air, water and food having an unknown impact on their health. Building on the Commission's past work, the new EU-wide strategy on plastics will tackle the issue head on.²

¹ [Plastic Waste: a European strategy to protect the planet, defend our citizens and empower our industries \(europa.eu\)](https://ec.europa.eu/eip/eip-ccip/eip-ccip_en)

² [Plastic Waste: a European strategy to protect the planet, defend our citizens and empower our industries \(europa.eu\)](https://ec.europa.eu/eip/eip-ccip/eip-ccip_en)





According to an IUCN report, Cyprus accounts for less than 1 per cent of the total plastic leaked into the Mediterranean Sea. However, compared to the Mediterranean average of 38 kg per capita a year, Cyprus generates a surprisingly high 106 kg per capita of plastic waste. This high waste generation combined with an inefficient waste management system inevitably results in marine leakage.³ In Cyprus, plastic bags, lids and caps were identified as the most leaking plastic applications. Regarding polymers, the report lists synthetic rubber, microplastic pollution caused by tyre abrasion and PET LPDE as major pollutants.⁴

Why is the EU tackling plastic litter?

More than 80% of marine litter items are plastics. Plastic accumulates in seas, oceans and on beaches in the EU and worldwide. Plastic residues are harmful to the marine life and biodiversity and are found in marine species – such as sea turtles, seals, whales and birds, but also in fish and shellfish, and finally in the human food chain. Plastics are a convenient, useful and valuable material, but we need to use them differently. When littered, plastics cause environmental damage and negatively impacts our economy, both in terms of lost economic value in the material, and the costs of cleaning up and losses for tourism, fisheries and shipping.⁵

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 video presents the thoughts of a person comparing the life-cycle of a small white plastic cup to the life-cycle of a human. The debate is whether it worths using a plastic cup for a couple of minutes in order to end up in a land field for 250 years. People are used to think the value of a product depending on the price. As single-use plastics are very cheap, they tend to think that it's at no cost of using it. However, the person presents the unorthodox correlation that "if she kills someone with a cheap object,

³ [Plastic waste a 'Searious Business' ahead of Cyprus visit | Cyprus Mail \(cyprus-mail.com\)](#)

⁴ [Cyprus and Menorca monitor local plastic leakage as a first step to abate plastic pollution | IUCN](#)

⁵ [Guidance on the application of Single-Use Plastic rules \(europa.eu\)](#)





then it doesn't matters", stating that ethics are more important than money. The person says that we live in an environmental pandemic and presents the life-cycle of the cup as an infected patient of coronavirus.

This monologue is chosen to state the debate between using and refusing single-use plastics and raise awareness. Indirectly the learners are asked to identify or not to the person's thoughts.

Applying this Comedy Resource

The comedy source will be used to spark the debate. It is urged to set some guidelines for the debate to avoid conflicts and create a productive dialogue. The educator will act as a moderator. The moderator acts as a neutral party who maintains the focus of the debate. A quality debate moderator will employ strong time management and organizational skills, communicate effectively, and have some working knowledge of the topic up for debate. Duties for a debate moderator include, but are not limited to, introducing the debate participants, ending petty arguments, redirecting discussion, and keeping track of time.

Lesson Plan

Title of Session:	Is plastic fantastic?
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"> • Papers and pens • Projector – laptop • Speakers • Devices to answer the quiz or Print out the quiz • Room to break into couples
Learning Outcomes	
On successful completion of this lesson, learners will be able to: <ul style="list-style-type: none"> • Identify how much plastic they use everyday • Become aware of the problems with plastic 	





- Find everyday solutions to avoid single-use plastic usage
- Share their ideas about avoiding single-use plastics through a comedy piece

Workshop Opening

Duration	Description of Activity	Links to Support Materials
10 minutes	<p>Learners stand/sit in a circle. Each one steps in saying their name (if they don't know each other) and answers to the question: How much plastic you carry with you today?</p> <p>-External objects (bottles, wallets, etc.)</p> <p>-Wearing objects (glasses, clothes, etc.)</p>	

Group Activity 1

Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Watch the comedy piece. (2,5')</p> <p>Pros and Cons of plastic usage - Opening Statements and Arguments Debate.</p> <p>Divide the group in two teams: the Pros team and the Cons team. You can also give funny names to the teams e.g. Plastic Junkies and Plastic Haters.</p> <p>Each team prepares a list. If they find it difficult to think you can provide some articles to help them. (7 min.)</p> <p>Flip a coin to decide which team starts first. Set the rules for this debate.</p> <p>Each representative makes an opening statement clarifying the position. (3 min.)</p> <p>Afterwards two rounds follow to express why it believes the other's</p>	<p>What Are the Parts of a Debate? (theclassroom.com)</p> <p>Moderator Duties for a Debate (theclassroom.com)</p> <p>Disadvantages and Advantages of Plastics with Classifications (vedantu.com)</p> <p>Plastic pollution facts and information (nationalgeographic.com)</p> <p>Pros and cons of plastic Debate and essay (reviewmything.com)</p>





	arguments are weak or invalid (1 min. x round=4 min.)	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Break into couples. Some learners will try to find solutions to avoid single use plastics. What are the requirements and the difficulties for someone to apply this solution daily? The other learners will think of as many ways as possible for reusing plastic packaging that would otherwise go to landfill or for recycling. (10 min.)</p> <p>Present and discuss the ideas to the whole group. How could you advice someone to change habits in a non-shaming way? (10 min.)</p>	
Workshop Close		
Duration	Description of Activity	Links to Evaluation Survey
10 minutes	<p>Fill the quiz.</p> <p>Discuss the answers.</p> <p>Discussion: What did they learn/like in this lesson? What are they going to share with their friend/family?</p>	https://forms.gle/vLUY2DboCP2T4Nce7





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