



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

As society has become more aware of environmental issues associated with food such as food miles, plastic packaging in supermarkets, the meat industry, and food production practices that cause destruction of rainforests, forests, and other ecosystems that are essential for biodiversity, the trend of buying “green” items has become an increasingly popular trend, as people are more environmentally aware and want to decrease their carbon footprint as much as possible.

Being “green”, or buying “green” items in supermarkets implies the most environmentally friendly option a shopper can take, but how many people actually take the time to check the label on these items? Unfortunately, our intention of buying eco-friendly products does not always align with the buying behaviour we undertake, and often this is not the fault of the buyer, but the brands that try to capitalise from the climate justice movement and manipulate climate conscious people into buying their products. They achieve this by labelling their products as “eco-friendly”, “sustainable”, “green”, “bio”, “clean”, or “organic”. The term for this is called “greenwashing”, and it is prevalent in online marketing where companies are making false environmental claims. It is important for shoppers to do further research to be able to differentiate between simply a buzzword, or an honest claim.

There are many ways in which shoppers can verify the validity of companies’ claims. Here are some tips:





- Check the website [Ethical Consumer](#) where you can explore the ethical ratings of many products
- Use the [Higg Index](#) to assess the sustainability of brands and retailers
- Check the labels of products for green certifications

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 satirical song on the topic of shopping in the age of climate change. It addresses the issue of greenwashing, which is a tactic used by large brands to promote their environmental sustainability so consumers will buy their products, and they are often false claims. The name of the song is “Green Green Green”, and it highlights how the public are manipulated into thinking that buying products in the supermarket that are “green” signifies that they are doing their part in helping the environment, when many of these products are actually just as harmful as products without the green label. The format of a song was chosen, because most people in the world listen to music as a form of entertainment, therefore it is something that we can all relate to.

Applying this Comedy Resource

In an educational setting, learners will be played this satirical song, and will also be provided with lyric sheets to further analyse the content of the song.

Lesson Plan

Title of Session:	Satirical Song – Green Green Green
Duration	Resources Required:





<p>This lesson plan will take</p> <p>60 minutes</p> <p>to deliver</p>	<p>To deliver this lesson plan, you will require the following resources:</p> <ul style="list-style-type: none"> • “Green Green Green” comedy resource • Speakers • Internet connection • Pen
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Learning Outcomes

On successful completion of this lesson, learners will be able to:

- Explain the term “Greenwashing” and how to spot it
- Identify sustainable products in supermarkets
- Appreciate a satirical approach to climate change education

Workshop Opening

Duration	Description of Activity	Links to Support Materials
10 minutes	<p>The facilitator will play the satirical song “Green Green Green” for learners, and will then ask learners the following questions:</p> <ul style="list-style-type: none"> - Did you enjoy this resource? - Satire is used to criticise and to expose errors in society. What or who is being criticised in this song? - How did you feel after listening to the song? Were you left with a sense of unease about the issue addressed, or was it just simply a funny, entertaining song? - What is the message that you think the creator wants to get across to people? 	





	<p>- Study these lyrics from the song:</p> <p><i>“They say you should double check the labels To make sure it’s really green But I trust the corporations cause I’m good at buying green”.</i></p> <p>What do you think is the meaning of this, or what message do you think the writer is trying to convey to the listener?</p> <p>The facilitator will explain that the song is about greenwashing, which is a marketing method used by companies that claim that their products are sustainable in order to coerce climate conscious people to buy their products. The facilitator will explain that many of us trust these “green” labels on products in supermarkets, when in fact we must do further research into these products before purchasing them, to identify whether they are as sustainable as brands claim.</p>	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials





<p>20 minutes</p>	<p>The facilitator will split learners into small groups, and each group will conduct research on the topic of greenwashing, and will write answers the following questions:</p> <ul style="list-style-type: none"> - What is really meant by shopping for “green” products? - What are some key questions to consider when trying to buy sustainable foods? (Example: where is this food grown?) - When grocery shopping, what are some steps you can take to ensure that the products you are buying are environmentally friendly? - Name some legitimate environmental certification labels that you can look out for when buying products - What are some websites you can use to check the sustainability of companies and products? 	<p>https://spunout.ie/life/climate/greenwashing#:~:text=Look%20for%20clear%20information%20on,made%20in%20a%20sustainable%20manner.</p> <p>https://green.thefuntimesguide.com/green_products_revealed/</p> <p>https://www.forkintheroad.co/what-is-green-eating/#:~:text=by%20Rezel%20Kealoha-%F0%9F%90%A3%20Green%20eating%20means%20choosing%20ethically%20raising%20meat%2C%20chicken%2C%20eggs,are%20raised%20ethically%20and%20sustainably.</p>
<p>Group Activity 2</p>		
Duration	Description of Activity	Links to Support Materials
<p>20 minutes</p>	<p>The facilitator will explain to learners that in order to shop as sustainably as possible, it is important to consider the food miles of the products they buy. This is the distance food travels from when it is grown, until it reaches your plate. The facilitator will then split learners into groups of 3-4 people and will instruct them to calculate the food miles of products they buy regularly. The instructions are as follows:</p> <ul style="list-style-type: none"> • Think about products you eat regularly, research the brand and find out where the product originates 	<p>https://www.foodmiles.com/food/calculator</p>





	<ul style="list-style-type: none"> • Use the food miles calculator to calculate the food miles that the product generates to reach your country <p>The facilitator will then ask the following self-reflection questions:</p> <ul style="list-style-type: none"> • Did the number of food miles of any of the products surprise you? • Are there any products that you will buy less because of the food miles, and therefore carbon footprint it generates to reach your plate? • Do you think shopping locally is the most environmentally friendly option when grocery shopping? • Do you usually shop for vegetables and fruit that are in season? • What are some measures you are going to take to try and shop more sustainably? 	
Workshop Close		
Duration	Description of Activity	Links to Evaluation Survey
<p>10 minutes</p>	<p>Ask learners to evaluate the lesson by completing an evaluation survey.</p>	<p>https://forms.gle/ReBnwihb1EET9msz7</p>





Co-funded by the
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CREATIVE EXCHANGE



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Project Number: 2020-1-UK01-KA204-079159