



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

Water is the most important resource on our planet. All living beings need water to survive, and most of the human body is made up of water. Water also covers two thirds of our planet's surface. At its most simple definition, water is life.

The water that we use for drinking water and agriculture is freshwater – present in lakes, rivers, ice, and underground pools. Access to water should be a basic human right, as it determines whether we live or die, so why are so many people left without access to water? This is partially due to the privatisation of water, which occurs when private corporations buy and operate public water utilities. Many countries have debated over the years whether water services should remain in the hands of the state, or whether a private company should take charge of the provision of water for profit. Citizens that argue in favour of privatisation state that it helps improve the quality of the water, and there would be less leakages and contamination. Unfortunately, the disadvantages of privatising water services have become prevalent in recent years. Privatising water means that no individual would get water for free, therefore, it deprives individuals with lower incomes the resource that keeps them alive and healthy.

Two European corporations – Suez and Vivendi Universal – control over 70% of the existing world water market. These two corporations signed a merger in 2021, ultimately posing a threat to people's human right to water globally. This privatised water is used for gas





drilling, manufacturing, and agribusiness. The most controversial procedure of all is corporations bottling up and selling this water BACK to the public. A ridiculous notion, as this water should already belong to the people, and should be a basic human right. People around the world are demanding public investment in water systems around the world, not further privatisation schemes.

## 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 climate change. It addresses the issue of the privatisation of water, and problems that occur when big corporations control such a large portion of the water in the world. The name of the song is “Always loved my water”. 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 people can 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

<b>Title of Session:</b>	<b>Satirical Song – Always Loved My Water</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>• “Always Loved My Water” comedy resource</li> <li>• Speakers</li> </ul>





	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Pen</li> </ul>	
<b>Learning Outcomes</b>		
<p><b>On successful completion of this lesson, learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of water privatisation and the problems it has caused</li> <li>• Identify benefits of water privatisation</li> <li>• Appreciate a satirical approach to climate change education</li> </ul>		
<b>Workshop Opening</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
<p><b>10 minutes</b></p>	<p>The facilitator will play the satirical song “Always Loved My Water” for learners, and will then ask learners the following questions:</p> <ul style="list-style-type: none"> <li>- Did you enjoy this resource?</li> <li>- What climate change topics were addressed in this song?</li> <li>- Satire is used to criticise and to expose errors in society. What or who is being criticised in this song?</li> <li>- How did you feel after listening to the song? Were you left with a sense of uneasiness about climate change, and the climate change topic addressed, or was it just simply a funny, entertaining song?</li> <li>- What is the message that you think the creator wants to get across to people in society?</li> </ul>	





Group Activity 1		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>The facilitator will split learners into small groups, and each group will conduct research on the topic of water privatisation, and will write answers the following questions:</p> <ul style="list-style-type: none"> <li>• How does water privatisation affect the environment?</li> <li>• How does water privatisation affect people?</li> <li>• “I sell the water back but I wrap it up in plastic and sell it back to you for an extortionate fee”. These are some of the lyrics in the song “Always Loved My Water”. What is meant by this?</li> <li>• Can you identify any problems that could arise with two major corporations controlling 70% of the water?</li> <li>• What are some benefits associated with water privatisation?</li> <li>• Is bottled water healthier than tap water?</li> </ul>	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Learners will be instructed to participate in a debate about water privatisation and the facilitator will randomly assign each learner to two different groups. One group has to argue in agreement with the statement, and the other group has to argue against the statement. The statement is as follows:</p> <p><b><i>Water in all countries should be privatised</i></b></p>	<p><a href="https://www.sfu.ca/cmns/13Od1/HOWTODEBATE.htm">https://www.sfu.ca/cmns/13Od1/HOWTODEBATE.htm</a></p>





	<p>Follow the following steps to successfully facilitate this debate:</p> <ul style="list-style-type: none"> <li>• Instruct one speaker on the affirmative side to present arguments in support of the statement.</li> <li>• Instruct one speaker on the opposing side to present arguments opposing the statement.</li> <li>• Instruct one speaker on the affirmative team to present further arguments and address questions raised by opposition speaker.</li> <li>• Instruct one speaker on the opposing side to present further arguments against the statement and address questions raised by affirmative speaker.</li> <li>• Continue structure until all speakers have spoken.</li> <li>• Instruct each learner to provide a closing argument, and end the debate.</li> </ul>	
<b>Workshop Close</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Evaluation Survey</b>
<p><b>10 minutes</b></p>	<p>Ask learners to evaluate the lesson by completing an evaluation survey.</p>	<p><a href="https://forms.gle/ReBnwihb1EET9msz7">https://forms.gle/ReBnwihb1EET9msz7</a></p>





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