



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

There is no doubt that climate change affects many facets of our lives, and the lives of all other species on our planet. These effects threaten our existence, and the overall health of planet Earth. One of the major effects that climate change causes is disruption to the global food supply. It may come as a surprise to some that climate change has already been affecting global crop yields, given that shelves in supermarkets that we visit every week are stacked with food, but behind the scenes, the weather patterns caused by climate change are threatening food production and supply. The most important crops for humans are corn, rice, sugarcane, rapeseed, barley, soybeans, oil palm, sorghum, and cassava, and the main crops that have been affected by climate change have been rice and wheat, as global production of these crops has been decreasing. Studies conducted state that global rice yields have been decreasing by 0.3% and wheat yields by 0.9% every year.

As we already know, one of the main effects of climate change is global warming, which causes rising temperatures all over the world. This has led to droughts in many countries, and has devastated food supplies and water sources. Crops have become withered, and there is no food and water to feed livestock that people are dependant on for their food supply. It is important to note that these shortages will affect poorer, developing countries more than developed countries, as richer, western countries can import food and avoid a hunger crisis. Unfortunately, developing countries do not have that privilege. If nothing is done to alleviate the effects of climate change, food shortages will increase, which will





cause food prices to rise, leaving poorer countries depending on richer countries to free them from a hunger crisis.

Unfortunately, the willingness of richer countries to help poorer countries has not been expressed, and the sentiment among the richest, and most powerful people in the world is to simply escape and to advance space exploration with the ultimate goal of inhabiting a new planet, namely Mars, if earth becomes no longer inhabitable. This may seem bizarre to some, however, NASA are currently working on projects and running tests to see if humans could live on Mars in the case of an unliveable planet earth. SpaceX CEO Elon Musk has even expressed his ambition to set up a city on Mars, and predicts a space mission to inhabit Mars in 2029. It is important to note, however, that space launches do irreparable damage to the climate, and many ordinary people who have to struggle with money, consider this rise of space tourism a tasteless display of wealth, and it distracts from the climate crisis that needs to be addressed on Earth. This is expressed in the comedy resource that this lesson plan addresses.

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 does not cover a specific climate change topic, but it touches on issues such as global food shortage, global warming, animal extinction, and deforestation. The name of the song is “Live on Mars”, and it is a parody of the David Bowie song “Life on Mars”. The title of the song is a direct mockery of the richest, and most powerful people on the planet such as Elon Musk (mentioned in the resource) and Jeff Bezos, as they have been expressing extreme disregard for the climate crisis, and have been using their power to cause irreparable damage to the climate during their space exploration activities. These people have the privilege to escape and protect themselves from the negative consequences of climate change, a privilege that





ordinary people and especially people in developing countries do not have. We chose the format of a song, as music is present in everyone’s lives, and it provides musical and satirical entertainment using a well-known song by David Bowie, while also exposing the errors of society in relation to the climate crisis.

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 – Live on Mars
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"> • “Live on Mars” comedy resource • Speakers • Internet connection • Pen
Learning Outcomes	
On successful completion of this lesson, learners will be able to: <ul style="list-style-type: none"> • Identify effects of climate change • Conduct a debate on the topic of climate change and space travel • 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 “Live on Mars” for learners, and will then ask learners the following questions:</p> <ul style="list-style-type: none"> - Did you enjoy this resource? - What climate change topics were addressed in this song? - 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 uneasiness about climate change, or was it just simply a funny, entertaining song? 	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>The facilitator will hand out the lyric sheets for the song so that learners can analyse the song and its contents further. Learners will be split up into small groups, and will complete the following task:</p> <ul style="list-style-type: none"> - Write down all of the problems caused by climate change that were mentioned in the song. For each of these problems, explain HOW climate change causes it. For example, one of the climate change effects that was mentioned was food shortage. Climate change causes food shortages because rising temperatures cause droughts, causing a reduction in crop yields. For this task, research on the internet in your small groups if needed. One person from each group will present their answers when each group has finished with this task. 	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials





<p>20 minutes</p>	<p>Learners will be instructed to participate in a debate about space travel and climate change, 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><i>Elon Musk’s plans to inhabit Mars is a distraction from Earth’s climate problems</i></p> <p>Follow the following steps to successfully facilitate this debate:</p> <ul style="list-style-type: none"> • Instruct one speaker on the affirmative side to present arguments in support of the statement. • Instruct one speaker on the opposing side to present arguments opposing the statement. • Instruct one speaker on the affirmative team to present further arguments and address questions raised by opposition speaker. • Instruct one speaker on the opposing side to present further arguments against the statement and address questions raised by affirmative speaker. • Continue structure until all speakers have spoken. • Instruct each learner to provide a closing argument, and end the debate. 	<p>https://www.sfu.ca/cmns/13Od1/HOWTODEBATE.htm</p>
<p>Workshop Close</p>		
<p>Duration</p>	<p>Description of Activity</p>	<p>Links to Evaluation Survey</p>
<p>10 minutes</p>	<p>Ask learners to evaluate the lesson by completing an evaluation survey.</p>	<p>https://forms.gle/ReBnwihb1EET9msz7</p>





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CREATIVE EXCHANGE



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