



IO1 – Climate Change
Awareness
Compendium of
Comedy and Learning
Begging Bowl – Menu
planning in times of
crisis
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

A term begging bowl may mean a bowl held out by a beggar for food or donations, It may be also associated with Buddhist monks, who want to free their minds from everyday worries and needs - like feeding themselves. For both, a monk and a beggar, a bowl is a useful object, a necessity that lets them receive a food (or money) offering.

Those giveaways are one of the easiest methods of avoiding food waste - if we have more than we need, we can simply share with those who don't, instead of throwing it away. Throwing away perfectly good, edible food is an important issue nowadays. It is a natural side effect of consumptionism lifestyle - the more we buy, the more we will eventually get spoiled and end up in the trash.

In order to minimize the amount of food that will go to waste, we can do three simple things. Firstly, we have to buy smarter - as in means of the amount of food in our cart (we can simply ask ourselves if we are really capable of eating all of it?) and in means of “rescuing” food that has a short date (and it's usually cheaper), while being sure that it is not spoiled yet. We can be certain about it by knowing the difference between Use-by, Sell-by, Best-by labels.





Secondly, we can cook smarter - by learning how to use up all leftovers from our fridge in our next meal. And last but not least - we have to learn to share, and to accept given food from others, so none of it will end up in the trash.

Getting to know the Resources

In this section, we will provide you with a brief introduction to the Comedy Resource that you will use when delivering this lesson plan in a group of adult learners.

What is covered in the Comedy Resource?

The Comedy Resource for this topic is a meme on the topic of unconsciously spending money and reflexive and unconscious responses to shopping stimuli. Impulse buys are a big problem because they leave our wallets empty and our basements and apartments looking like landfills. Almost all of us have a natural tendency to buy new things all the time, and we probably never get to the point where we find: I already have everything I need. Enough is enough.

Applying this Comedy Resource

This comedy resource is easy to be used in an educational setting to teach climate education to adult learners. It can be used as a great icebreaker at the beginning of the classes and will help to bond the group, making them more eager to work together on this topic and topics to come, it may trigger the discussion on the topic on reducing the amount of wasted food or as a nice way to finish classes. It is hard to think of any potential conflict that could happen during delivery of the topic to adult learners.

Lesson Plan

Title of Session:	<4 Begging Bowl – Menu planning in times of crisis>
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"> ● Pens ● Worksheets ● PC/notebook ● Whiteboard and markers ● Projector ● Worksheets 1,2 & 3
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Learning Outcomes

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

Knowledge

- Factual knowledge of methods of avoiding food wastage
- Knowledge of the difference between sell by, best before and use by dates
- Factual knowledge of how to start improving the situation by changing our daily habits.

Skills

- Explain why reducing food waste is so beneficial for the environment.
- Being able to propose different method to reuse leftovers and lowering food waste at household

Attitudes

- Willingness to reduce the amount of wasted food.
- Being aware of the scale of the problem related to the amount of food wasted on a daily basis.
- Willingness to educate others about how to recycle at home or in the workplace

Workshop Opening

Duration	Description of Activity	Links to Support Materials
10 minutes	<p>Is it going on the plate or in the trash?</p> <p>Tutor starts with asking participants if they know what kind of labels with dates they can find on the food they buy, and if they know what they mean and asks participant to do a short activity:</p>	Worksheet 1





	<p>Use-by, Sell-by, Best-by</p> <p>Let's assume that today's date is the 23rd of May. Let's decide: would you use it or toss it?</p> <ul style="list-style-type: none"> - Fresh cut fruit - best before 20th of May - Milk - use before 19th of May - Yogurt - best before 18th of May - Vacuum sealed meal - best if Used By 20th of May - Salmon - sell by 21st of May - Boiled eggs - use before 22nd of May <p>Justify your answer</p>	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Leftovers game</p> <p>Tutor divides participants into groups of four. Each group is given a Worksheet 2 (A fridge with random leftovers -they should differ for each group if possible).</p> <p>They are given 10 minutes to prepare the recipe using as many of leftovers as possible, Each worksheet will contain a wide variety of leftovers from each category (half-eaten full meal, not fresh fruits, the last piece of chocolate) - so the participants need to keep in mind that their outcome needs to be edible, yet they will be given extra points for every ingredient they will include.</p> <p>After 10 minutes, one person from each group reads their recipe out loud and the trainer counts the amount of ingredients that they include as the recipe is read. He gives the group 10 points for each ingredient and moves on to the next group without judging. After everyone is finished, they all together vote for the most edible and</p>	Worksheet 2





	tasty recipe (if you vote for yourself, your vote counts as one, if for other groups as 2). The winner of the vote gets an additional 50 points.	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Brainstorm on food wastage</p> <p>Tutor asks participants following questions and encourage them to think about a solution and potential barriers</p> <ul style="list-style-type: none"> • Why do the problems of food wastage and world hunger exist on our planet at the same time? Couldn't solving one help solving the other? • Does our generation tend to overbuy groceries? Would you consider yourself as someone who overbuys groceries? If yes, why does it happen? Do you find yourself being encouraged to overbuy? • How can we encourage people to eat up/use up their leftovers and the parts of fruits and vegetables that they normally throw away (Seeds, peels, leaves, etc) 	Worksheet 3
Workshop Close		
Duration	Description of Activity	Links to Evaluation Survey
10 minutes	The tutor shortly sums up knowledge gained by participants in this lesson, and asks them to fulfil an Evaluation Survey.	https://ihku.info/r9





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CREATIVE EXCHANGE



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