



IO1 – Climate Change  
Awareness  
Compendium of  
Comedy and Learning  
Reducing your  
carbon footprint –  
Travelling light,  
travelling less  
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

Carbon footprint is the total sum of greenhouse gas emissions caused directly or indirectly by a person, organization, event or product. It is a type of ecological footprint. The carbon footprint includes emissions of carbon dioxide, methane, nitrous oxide and other greenhouse (greenhouse) gases expressed in CO<sub>2</sub> equivalent.

Although many people fear environmental disaster, they are not willing to deny themselves some things, such as traveling by plane to distant, exotic countries or using their own car to commute to work daily. Without a doubt, driving your own car by yourself is more comfortable than arranging carsharing, or travelling in your own car requires less planning and effort than choosing to reach your holiday destination by train.

Each of us can measure our own carbon footprint. There are many tools available online that will help us with this task. One of them is the United Nations Carbon Footprint Calculator (<https://offset.climateneutralnow.org/footprintcalc>). The tool asks for the basis of data such as place of living (country, type of housing), energy consumption in the household (including the percentage of energy coming from RES), preferences concerning the means of transport used and lifestyle - type of diet, waste management and shopping habits. On this basis it calculates total emissions and compares the results with the national and global average.

In this lesson we will focus on lowering our carbon footprint while travelling and commuting.





## 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 Climate Change topic is a meme showing a monkey that is shocked that some person cannot sort trash properly. There are people who don't take the issue of waste segregation seriously and don't really meet their obligations in this respect. The carbon footprint of a product is, in simple terms, the percentage share of greenhouse gas emissions over its life cycle. The life cycle of a product starts when it is launched on the market and ends when it is withdrawn from circulation due to declining sales. So with the introduction of a closed loop economy, the carbon footprint will be reduced. It is undoubtedly important for each of us to contribute to protecting the environment by making a seemingly insignificant contribution, for example by sorting waste properly!

### Applying this Comedy Resource

This comedy resource can be used as a great icebreaker at the beginning of the classes, or be a nice way to finish them. A meme is a humoristic form well known to the newest generations. It has become the easiest way to reach rich masses, and to present information and issues in a clever and easily digestible way. 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:	< Reducing your carbon footprint – Travelling light, travelling less >
Duration	<b>Resources Required:</b>
This lesson plan will take 60 minutes	To deliver this lesson plan, you will require the following resources: <ul style="list-style-type: none"> <li>● Flipchart</li> <li>● Markers</li> </ul>





to deliver	<ul style="list-style-type: none"> <li>● Projector and PC</li> <li>● Samples of materials</li> <li>● Worksheets 1-3</li> </ul>	
<b>Learning Outcomes</b>		
<p><b>On successful completion of this lesson, learners will have/ be able to:</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Factual knowledge on the topic of personal carbon footprint</li> <li>● Factual knowledge of methods of reducing personal carbon footprint while travelling</li> <li>● Factual knowledge on the topic of advantages and disadvantages of transportation.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Explain why travelling light and less is so beneficial for the environment.</li> <li>● Being able to propose specific activities related to reducing personal carbon footprint while travelling</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>● Willingness to reduce personal carbon footprint</li> <li>● Being aware of the scale of the problem of carbon pollution</li> <li>● Willingness to educate others about what to change in personal commuting choices to help the environment</li> </ul>		
<b>Workshop Opening</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
10 minutes	Tutor shows participants Worksheet 1 and asks them to fill in the table.	Worksheet 1





Group Activity 1		
Duration	Description of Activity	Links to Support Materials
20 minutes	Tutor gives each participant a printed out copy of worksheet 2 with some information about electric cars and asks them to decide which information is true or false.	Worksheet 2
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
20 minutes	Tutor gives each participant a printed out copy of worksheet 3 (it can be printed out copy, or just presented using projector), and invites them to join the group to brainstorm on a topic of advantages and disadvantages in transportation.	Worksheet 3
Workshop Close		
Duration	Description of Activity	Links to Evaluation Survey
10 minutes	Tutor shortly sums up knowledge gained by participants in this lesson, and asks them to fulfil an Evaluation Survey.	<a href="https://ihku.info/r9">https://ihku.info/r9</a>





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