



IO1 – Climate Change
Awareness
Compendium of
Comedy and
Learning
Lesson Plan – Climate
Change Denial



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 – Climate Change Denial

This lesson plan and comedy resource has been developed to address the topic of ‘climate change denial’. By climate change denial, we are referring to the mindset that climate change and global warming are not real. Climate change deniers tend to think that the science which proves that climate change is happening is untrue, over-stated or exaggerated, and that in fact the climate is not changing at all. And if it is, it is certainly not due to human behaviours and impacts. Climate change denial is often perceived as a political and economic agenda, that is heavily supported by large businesses in the fossil fuel industry. There are many conspiracy stories and theories about climate change denial, where it came from and how it started; and there are also many conspiracy theories among climate change deniers about why climate change is being talked about and why it is allowed to influence policies, when it is “not real”. This is mimicked in the FARCE video where we show the impact and effect of sustained climate change denial. The best way to protect yourself from climate change deniers is to arm yourself with reliable facts on how the climate is changing, what is causing it, and what we can do to address this global issue. This is the aim of this lesson plan, to allow adult learners to come to grips with these facts.

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 lesson plan has been developed to support you as an educator to apply the FARCE Comedy Resource – “The Sceptic” – in your teaching practice working with adult learners. This video resource presents the story of a manager in an organisation who is ‘sceptical’ about climate change, despite all of the evidence that supports that the climate is changing. In this video you will see the main character who is scrolling through online articles, viewing news reports which show climate change in a very exaggerated way; however, despite this evidence, the sceptic still denies that climate change exists. This aims to present the idea that when such ideas become deep-rooted, it takes a lot of effort to persuade individuals that they are wrong, and that they need to learn the truth about climate change.

This comedy resource is presented as a comedy sketch video, with actors playing the part of employees, news broadcasters, and the manager who is the climate change sceptic. This video was scripted, recorded, and produced by staff from The Rural Hub. As a digital media company, we chose the medium of a comedy sketch video to communicate this message because we believe in the power of audio-visual content to influence its audience and have an impact on their behaviour. As such, through this video we are practicing sustainable film-making practices, by promoting positive messages about climate action and behavioural change for sustainable living through the medium of film.

Applying this Comedy Resource

This comedy resource provides a satirical storyline about climate change deniers. What we are aiming to highlight with this video is that often there is a lack of education about the real impact of climate change, and factors that are contributing to it, and so it can be difficult to argue against a climate change denier, if you are not fully aware of the facts yourself. As such through using this comedy resource in education, we aim to support adult learners to develop their own knowledge of reliable, science-based climate change facts, so that in future they will be able to influence a climate change denier in their lives.

In delivering this comedy resource in a classroom setting, our advice would be to start with a general discussion about what climate change denial is; by engaging adult learners in a mind-mapping exercise. We would then recommend playing the video, before leading a group





discussion about how to check climate change facts, and then inviting learners to form small groups where they will find one fact about climate change that is true, and one about climate change denial that is false, and to find two reliable sources of information to back up both of these ‘facts’. This outline of activities is included in the following lesson plan.

Lesson Plan

Title of Session:	Climate Change Denial – Let’s Learn the Facts about Climate Change!	
Duration	Resources Required:	
This lesson plan will take 90 minutes to deliver	<p>To deliver this lesson plan, you will require the following resources:</p> <ul style="list-style-type: none"> • Laptop, with access to the internet • Projector and screen; or a television/screen to show the video <p>Comedy resource: The Sceptic: https://www.climatefarce.eu/openfile/1254</p> <ul style="list-style-type: none"> • Pens and note-taking materials for all adult learners • Flipchart or whiteboard and markers for group discussion points • Training room with a space for discussion and breakout sessions 	
Learning Outcomes		
<p>On successful completion of this lesson, learners will be able to:</p> <ul style="list-style-type: none"> • Define what climate change denial is • Identify best practices in fact-checking for climate information • Find one climate change fact, and one false fact, and find evidence to prove the true claim and disprove the false claim 		
Workshop Opening		
Duration	Description of Activity	Links to Support Materials
10 minutes	<p>Welcome and Icebreaker</p> <ul style="list-style-type: none"> • The facilitator begins this session by welcoming all adult learners to the 	N/A





	<p>workshop and introducing the aims of this workshop on climate change denial.</p> <ul style="list-style-type: none"> The facilitator then asks all participants to turn to the person on their left and to tell them their name and their motivation for joining this workshop today. If this is the second time that the group is meeting, this activity should be varied to instruct adult learners to speak to someone who they have not spoken with before. 	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
30 minutes	<p>FARCE Comedy Resource</p> <ul style="list-style-type: none"> The facilitator starts by leading a short group discussion about what climate change denial is. The facilitator starts by asking adult learners, what do we mean by climate change denial? And who do they think is responsible? The facilitator can draw a mind-map on a flipchart sheet and ask participants to identify words linked to the concept of climate change denial Following on from this, the facilitator reviews the words in the mind-map and with the group, together they will compose a definition of 'climate change denial'. The group can then review this article, which describes the origin of climate change denial from one perspective: https://www.climaterealityproject.org/blog/climate-science-denial-why-and-what-to-do-about-it Following on from reading this article, the facilitator can lead a group discussion to identify which agendas are served best through climate change denial? The facilitator can take note of these answers on a flipchart. 	<p>Comedy resource: The Sceptic: https://www.climatefarce.eu/openfile/1254</p> <p>Climate Reality Project – Climate Change Denial: Why it happens and what to do about it: https://www.climaterealityproject.org/blog/climate-science-denial-why-and-what-to-do-about-it</p>





	<ul style="list-style-type: none"> • The facilitator plays the FARCE comedy resource – “The Sceptic”. • Following on from this video, the facilitator leads a group feedback session by asking: <ul style="list-style-type: none"> ○ What is your general impression of the video? ○ What are the key messages being highlighted by this video in your opinion? 	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
40 minutes	<p>Myth-busting Climate Change</p> <ul style="list-style-type: none"> • After watching the video, the facilitator then leads a discussion with the group about what can be done to address climate change denial. The facilitator can take note of the key discussion points on a flipchart. • Following on from this, the facilitator will divide the group into small groups of 2 or 3 learners depending on the group size. • Each group will be given 20 minutes to work together and to find one true fact about climate change and one false fact about climate change. • For the true fact, groups will have to find two reliable sources of information to prove this fact. • For the false fact, the groups will have to find two credible sources of information which disprove this fact. • After 20 minutes, the whole group will be brought back together, and each group will be asked to present their two facts and their sources to the whole group. • Following on from these presentations, if there is time, the facilitator can lead a 	N/A





	discussion on what key lessons the learners have learned about climate change denial and how to check facts online.	
Workshop Close		
Duration	Description of Activity	Links to Support Materials
10 minutes	<p>Workshop Close and Feedback</p> <ul style="list-style-type: none"> • To bring this workshop to a close, the facilitator asks all adult learners to complete a ‘one-word’ feedback round. For this activity, all adult learners are asked to stand in a circle, and to mention one word which they would use to describe this workshop. • Each adult learner is then asked to take a piece of paper, and to write down: <ul style="list-style-type: none"> ○ Two things they learned from the workshop/that they could apply to their own life to address climate change. ○ One thing that would like to learn more about. ○ One thing was included in the workshop that was not useful. • The facilitator can then thank all adult learners for their active participation in the workshop, and will close the workshop session. 	N/A





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