



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



**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 – Recycling

This lesson plan and comedy resource has been developed to support adult learners to gain a better understanding of the topic of recycling. We all know what recycling is, but a lot has changed in the world of recycling in recent years. For example, the Gallery Climate Coalition has published a new framework to help us to think more about how and why we recycle, and whether recycling really helps us to reduce waste. They call this ‘The 5R’s of the Waste Hierarchy’, and they describe it as follows:

“The 5 R’s are a guide for managing and reducing waste. They follow a fixed hierarchy: Refuse, Reuse, Reduce, Repurpose, Recycle.

The most important piece of information to take away from this advice is that **recycling should be a last option**. It is not the convenient waste solution we all hoped for, as summarised in this article.

(Source: <https://galleryclimatecoalition.org/news/60-what-are-the-5-rs-of-the-waste/>)

Other environmental groups and bodies are also promoting this message, and the 5 R’s! One such body is the Clean Management Environmental Group, Inc, who provide the following overview of the 5 R’s:





## Refuse

The first of the five Rs is refuse. This is important to understand, because this first step can be a difficult practice as it involves refusing a certain amount of waste production. You'll have to minimize the waste production by refusing to use materials such as single-use plastics and non-recyclable products. The logistics of it can look intimidating at first, but there are better and far-less wasteful materials that you can switch over to. While this is not always easy at first, it's the most effective way for you to minimize the amount of waste you produce.

## Reduce

This step is extremely beneficial to the end goal of the process. Reduce refers to the reduction of harmful, wasteful, and non-recyclable materials so you can save more money, which also benefits the environment. When you lessen the amount of these materials, especially non-recyclables, less of it goes in the garbage. All garbage that isn't deemed hazardous waste will get dumped in a landfill. The more material that gets dumped in the landfill, the quicker it fills, thus requiring more space for garbage storage. This ultimately leads to more negative effects on the environment. When you limit the use of these materials, you are making for a more sustainable future. Try to use the smallest amount of material to lessen the amount of excess waste. A great example of this is printing a document. You can lessen the paper waste by printing double-sided.

## Reuse

The "reuse" step refers to the diligent reuse of any materials. Unfortunately, many companies have fallen into the routine of throwing away completely recyclable material on the basis that it won't hurt to do it one time. The problem is that this feeling of convenience in the moment leads to a constant habit. It is becoming a crisis





because the number of plastic products that are being consumed is to a level that's becoming unsustainable. As a new effort to reduce the high amount of waste throughout the world, businesses and households are following practices that involve reusing materials rather than ordering more replacements.

## Repurpose

Utilizing this step is imperative, especially if you can refuse, reduce, or reuse certain items and materials that will be used in your business or home. The idea of repurposing involves taking items that were meant for one purpose but can be used for other ones. This is also known as upcycling in the green or environmental circle. It often requires thinking outside the box. Some of the best places to start with this is collecting any packaging such as cardboard boxes and packing material to keep for storing other items from the worksite. Anything you can find another use for is going to help with better waste management. Create a space designated for items that might be able to be reused. You can continue to go through the items in that area and find uses for them as you go along.

## Recycle

The final step in the process is recycle, which means exactly what it sounds like. After you've made quality efforts to go through all the previous steps from the five Rs, recycling is a great final option. One of the main ways we continue to make efforts to be more environmentally friendly is to recycle anything that has that option.

(Source: <https://cleanmanagement.com/blog/the-importance-of-the-5rs-of-waste-management/>)





Through this lesson plan, our intention is to allow facilitators to introduce these 5 R's of waste management to adult learners, and then to support adult learners to identify how they can apply these 5 R's in their everyday lives.

## 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 – “Avid Recycler” – in your teaching practice working with adult learners. This video presents a sketch of an office workers, who is a bit too keen to recycle – that he even picks up his colleague and tries to recycle him! People think that by recycling, they are doing what is best for the environment – and in many ways they are – but there are also other strategies to employ which can generally help us to reduce the amount of waste we produce, and in doing so reduce the amount of material that we need to recycle. With this video, and through this lesson plan, what we are trying to communicate is that there are other steps to take before you commit to recycling a product, which can help to reduce the waste you produce. So, before you rush to recycle that next item, think of how else you might refuse, reduce, reuse, or repurpose that item first!

### Applying this Comedy Resource

This comedy resource presents a video sketch which shows a worker in an office who is a bit too keen to recycle, that he starts to create problems for his colleagues. Through showing this behaviour, our intention is to highlight the 5R's and to raise awareness of environmentally friendly alternatives to recycling. As such, our aim is that this resource will support adult learners to think of how they can better implement the 5 R's in their daily lives.

In delivering this comedy resource in a classroom setting, our advice would be to start with a general discussion about the 5R's, and to create some slides to present what the 5R's are – the facilitator can take this content from this lesson plan. We would then recommend playing the video, before allowing learners some time to work on their own and to generate ideas for





how they can implement the 5R's in their daily lives. At the end of this activity, learners will be asked to share examples from their individual brainstorming sessions. This outline of activities is included in the following lesson plan.

## Lesson Plan

<b>Title of Session:</b>	<b>Is recycling really best? An introduction to the 5 R's!</b>	
<b>Duration</b>	<b>Resources Required:</b>	
This lesson plan will take  <b>60 minutes</b> to deliver	<p>To deliver this lesson plan, you will require the following resources:</p> <ul style="list-style-type: none"> <li>• Laptop, with access to the internet</li> <li>• Projector and screen; or a television/screen to show the video</li> </ul> <p>Comedy resource: Avid Recycler: <a href="https://www.climatefarce.eu/openfile/1260">https://www.climatefarce.eu/openfile/1260</a></p> <ul style="list-style-type: none"> <li>• Pens and note-taking materials for all adult learners</li> <li>• Flipchart or whiteboard and markers for group discussion points</li> <li>• Training room with a space for discussion and breakout sessions</li> </ul>	
<b>Learning Outcomes</b>		
<b>On successful completion of this lesson, learners will be able to:</b>		
<ul style="list-style-type: none"> <li>• Discuss what the 5 R's are</li> <li>• Give examples of how we can implement the 5 R's in our daily lives</li> <li>• Outline the benefits of the 5 R's for reducing waste</li> </ul>		
<b>Workshop Opening</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
<b>10 minutes</b>	<p>Welcome and Icebreaker</p> <ul style="list-style-type: none"> <li>• The facilitator begins this session by welcoming all adult learners to the workshop and introducing the aims of this workshop on climate change denial.</li> <li>• The facilitator then asks all participants to turn to the person on their left and to tell</li> </ul>	N/A





	<p>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.</p>	
<b>Group Activity 1</b>		
Duration	Description of Activity	Links to Support Materials
<b>20 minutes</b>	<p>FARCE Comedy Resource</p> <ul style="list-style-type: none"> <li>• The facilitator will begin this session by writing 5 R's on a flipchart, like this: <ul style="list-style-type: none"> <li>○ R...</li> <li>○ R...</li> <li>○ R...</li> <li>○ R...</li> <li>○ R...</li> </ul> </li> <li>• The facilitator will ask adult learners to suggest what each R might stand for in order. This is a simple 'fill in the blanks' activity.</li> <li>• The facilitator will then prepare some PPT slides based on the description of the 5R's listed in this handbook.</li> <li>• For each of the R's, adult learners will be asked to think of the example of a business, and to suggest how they could implement each of the 5R's into their business plan or model.</li> <li>• After this discussion, the facilitator then plays the FARCE comedy resource – "Avid Recycler".</li> <li>• Following on from this video, the facilitator leads a group feedback session by asking:</li> </ul>	<p>Comedy resource: Avid Recycler: <a href="https://www.climatefarce.eu/openfile/1260">https://www.climatefarce.eu/openfile/1260</a></p>





	<ul style="list-style-type: none"> <li>○ What is your general impression of the video?</li> <li>○ What are the key messages being highlighted by this video in your opinion?</li> <li>● The facilitator can then reinforce the message of the video, which is that there are other options apart from recycling.</li> </ul>	
<b>Group Activity 2</b>		
Duration	Description of Activity	Links to Support Materials
<b>20 minutes</b>	<p>The 5R's and Me</p> <ul style="list-style-type: none"> <li>● After watching the video, the facilitator explains that each learner will now work individually.</li> <li>● The facilitator will give each learner a sheet of paper, and a pen, and will ask them to review the 5R's and to list one way that they can implement these 5R's – refuse, reduce, reuse, repurpose and recycle – in their daily lives. For each R they need to offer an example of what products or materials that they have in their home, that they use, which they will be able to either refuse, reduce, reuse, repurpose or recycle. Examples can also come from their work or consumer habits and routines.</li> <li>● Each learner will be given 10 minutes to come up with their 5 examples.</li> <li>● After 10 minutes, the whole group will be brought back together, and each learner will be asked to share their 5 examples with the whole group.</li> <li>● To close off this activity, the facilitator can host a whole group discussion to outline some of the benefits of reducing waste. The facilitator can take note of these on a</li> </ul>	N/A





	flipchart, and invite participants to note down the benefits for their future reference.	
<b>Workshop Close</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
<b>10 minutes</b>	<p>Workshop Close and Feedback</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Each adult learner is then asked to take a piece of paper, and to write down: <ul style="list-style-type: none"> <li>○ Two things they learned from the workshop/that they could apply to their own life to address climate change.</li> <li>○ One thing that would like to learn more about.</li> <li>○ One thing was included in the workshop that was not useful.</li> </ul> </li> <li>• The facilitator can then thank all adult learners for their active participation in the workshop and will close the workshop session.</li> </ul>	N/A





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