



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

A flood is the accumulation of water over normally dry land. It's caused by the overflow of inland waters (like rivers and streams) or tidal waters, or by an unusual accumulation of water from sources such as heavy rains or dam or levee breaches.

Major types of floods: River Flooding, Coastal Flooding, Flash Floods,

Flooding Causes

Many factors can go into the making of a flood. There are weather events (heavy or prolonged rains, storm surge, sudden snowmelt), and then there are the human-driven elements, including how we manage our waterways (via dams, levees, and reservoirs) and the alterations we make to land. Increased urbanization, for example, adds pavement and other impermeable surfaces, alters natural drainage systems, and often leads to more homes being built on floodplains. In cities, under-maintained infrastructure can lead to urban flooding. More and more, flooding factors are also linked to climate change.

Climate Change and Flooding

Connecting climate change to floods can be a tricky endeavor. Not only do myriad weather- and human-related factors play into whether or not a flood occurs, but limited data on the





floods of the past make it difficult to measure them against the climate-driven trends of floods today.

How Does Climate Change Lead to Flooding?

These are some of the key ways climate change increases flood risks:

Heavier Precipitation

A warmer atmosphere holds and subsequently dumps more water. Heavier rainfall does not automatically lead to floods, but it increases the potential for them. Meanwhile, in regions where seasonal snowmelt plays a significant role in annual runoff, hotter temperatures can trigger more rain-on-snow events, with warm rains inducing faster and often earlier melting.

More-Frequent Hurricanes

Climate change is increasing the frequency of the strongest storms, a trend expected to continue through this century. Stronger storms can also produce gustier winds that whip up greater storm surge, which starts as much as eight inches higher than a century ago because of sea level rise.

Higher Seas

As ocean temperatures rise and the world's glaciers and ice sheets melt (phenomena exacerbated by climate change), global sea levels are rising.

<https://www.nrdc.org/stories/flooding-and-climate-change-everything-you-need-know>

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?

For the topic The Floods we decided to choose the format of the Comic book. The Flood and the Sea is the comic about the guy called Cane, the main character who is always finding the positive side, even though the catastrophe is happening. We decided to choose the format of the comic book, because it is one of the best ways to address the issue satirically and also because it is a very old way of expressing an opinion.

The precursor to comic books, cartoons have been popular in England and America since the early 1800s, originating as satirical and political cartoons printed in newspapers and periodicals. Published in 1897, *The Yellow Kid in McFadden's Flats* is considered to be the first comic book. Through a natural evolution, cartoons developed into comic books, first through publications containing compilations of cartoon re-prints, then as books with original cartoon artwork, before reaching critical mass through the creation of superheroes in 1938.

Comic books are reliant on their organization and appearance. Authors largely focus on the frame of the page, size, orientation, and panel positions. These characteristic aspects of comic books are necessary in conveying the content and messages of the author.

The key elements of comic books include panels, balloons (speech bubbles), text (lines), and characters. Balloons are usually convex spatial containers of information that are related to a character using a tail element. The tail has an origin, path, tip, and pointed direction. Key tasks in the creation of comic books are writing, drawing, and coloring. There are many technological formulas used to create comic books, including directions, axes, data, and metrics. Following these key formatting procedures is the writing, drawing, and coloring,

<https://www.illustrationhistory.org/genres/comics-comic-books>

https://en.wikipedia.org/wiki/Comic_book#Structure

Applying this Comedy Resource

Comics and graphic novels are ideal for reluctant and struggling readers because marrying the verbal and the visual helps to engage them while building their vocabulary and comprehension. However, the genre is also a must for the academic classroom because visual





narrative is a significantly underrated kind of text that has tremendous interdisciplinary applications.

The focus of this Comedy Resource is on showing that understanding, decoding, and making meaning of visual narrative has never been more important than it is today for learners of all ages and abilities.

The following activities are specifically designed to help develop 21st-century literacy skills in young people by using comics and graphic novels as a source of inspiration. These activities have been designed to develop skills in key areas: critical thinking, self awareness, communication and navigation skills, and empathy.

Lesson Plan

Title of Session:		Comic book - Flood
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"> • Laptops, phones or ipad • recycled papers and pens (just in case) • projector
Learning Outcomes		
On successful completion of this lesson, learners will be able to: <ul style="list-style-type: none"> • Recognize the extent to which using a combination of words and images can help them to think in non-linear ways about a given task. • Develop critical thinking and communication skills • Better understand how words and images can have a genuinely emotive power in a given context. 		
Workshop Opening		
Duration	Description of Activity	Links to Support Materials





10 minutes	<p>Take five minutes to move through the space and warm up (walking through the space with full attention, taking care of each other, speeding the pace, finishing with jumping jacks).</p> <p>Show the participants the sketch and discuss it.</p> <p>Divide participants into two (or more) groups and brainstorm which topic related to climate change they would like to explore and work on.</p>	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>First the participants start with an idea that they strongly believe in. Then write the story - Setting – Is there a clear sense of time, place, and overall mood? Narration – Is the point of view consistent? Theme – What lessons do the characters learn? The participants in each group should find (research) one or more (up to four) pictures/images to create a storyboard or visual narrative that does not contain text. They could combine different images trying to create the best possible solution for the narrative. After they have finished the visual part, they should write the text for the Comic, and apply it to the pictures in some easy to use program (Paint, Canva...).</p>	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Once they have completed the piece of visual art, participants then show to each other the Comics and try to explain not simply what they have represented, but the process by which they came to represent it.</p>	





Workshop Close		
Duration	Description of Activity	Links to Evaluation Survey
10 minutes	Discuss the topic and possible ways of actions in order to prevent or raise awareness about the issue.	





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CREATIVE EXCHANGE



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