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



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Using Satire and Comedy to Promote



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

Forests store large amounts of carbon. Trees and other plants absorb carbon dioxide from the atmosphere as they grow. This is converted into carbon and stored in the plant's branches, leaves, trunks, roots and in the soil.

When forests are cleared or burnt, stored carbon is released into the atmosphere, mainly as carbon dioxide.

Whilst forests are important carbon sinks, meaning they draw down carbon dioxide from the atmosphere, the carbon stored in these sinks is part of an active, relatively quick carbon cycle. As living things (including trees) die and decay, the carbon that they once stored is released back into the atmosphere.

By contrast, carbon stored underground in the form of fossil fuels such as coal, oil and gas, is much more stable, and is part of a much slower carbon cycle. Without the influence of humans burning these fossil fuels for energy, this carbon would be unlikely to reach the atmosphere. When fossil fuels are burned, carbon from dead and decayed plants, animals and phytoplankton that lived hundreds of millions of years ago (before dinosaurs existed), is released into the atmosphere in the form of carbon dioxide.

Burning fossil fuels, in combination with destruction of carbon sinks due to deforestation and other activities, has contributed to more and more carbon dioxide building up in the atmosphere – more than can be absorbed from existing carbon sinks such as forests. The build-up of carbon dioxide in the atmosphere is driving global warming, as it traps heat in the lower atmosphere. Carbon dioxide levels are now at their highest in human history.

It is not effective to “offset” greenhouse gas pollution from burning fossil fuels by storing carbon in forests. This is because fossil fuels are pumping much more carbon dioxide into





the atmosphere than existing forests can absorb. At the same time, carbon stores in forests and other natural carbon sinks will become increasingly unstable as climate change progresses. Droughts, tropical storms, heatwaves and fire weather are increasing in severity and frequency because of climate change. This will continue to result in increases in forest losses, contributing to more and more carbon dioxide being released into the atmosphere.

<https://www.climatecouncil.org.au/deforestation/>

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 Deforestation we decided to choose the video format. This video is a mix of the scene from the DAH Theatre's project Dancing trees and the very famous Christmas song Jingle bells which we combined in order to get that funny and satirical context. Santa Claus is the main character and he is walking with the saw like a lumberjack while the performers in roles of Christmas trees are running away to avoid cutting. DANCING TREES is the project and outdoor performance by DAH Theatre with the aim to raise awareness of the importance of trees and ecosystem conservation in our city. Project aims to look for answers about what performing artists and citizens can do in response to one of the biggest crises we are facing today, the crisis of a healthy environment survival, whose direct result is Global climate change and one of the main causes of it – deforestation.

Of course, for this video we had the whole team of professionals, but modern technology gives us a possibility to make content much easier than 20 years ago when we needed a lot of knowledge and finances for this kind of video. Now, one mobile application can help you to edit video and make content that can raise awareness to many people. Be creative, we need to improve our society!

<https://drveceplese.com/en/>

Applying this Comedy Resource





One of the most difficult skills for teachers to acquire is how to move away from structured routines and lead disciplined improvisation in education where the students partially guide the direction of the class. Teacher students need routines, but they also need to learn how to flexibly apply them.

According to our experience, drama and improvisation can stimulate creativity and enjoyment in educational processes - both for teachers and students. Both drama work and improvisational exercises can be effective in increasing creativity. Drama exercises can often be artificial and synthetic (fictional) but even as such they are pieces of our cultural reality.

Through drama and improvisational exercises such as verbal spontaneity games, role playing, and physical movement people can express their burning issue, it can reshape our mental pictures and representations of reality - often in a creative way.

Drama work and improvisational exercises also train our interaction skills. Training can be done through activities that develop teaching skills, new ideas and thoughts about teaching and deeper interaction skills that are pleasurable.

The best way to learn is when participants are actively engaged in the learning experience. Role play, dialogue and drama are very active ways to explore what your pupils already know. By interaction with others and sharing their ideas, participants can build a broader and/or deeper understanding of the topic.

The Role play strategy in this resource allows participants to develop their thinking skills, work in contexts that allow them to talk about more sensitive issues and use their creativity and imagination to extend their knowledge and to resolve problems. All of the three methods below have strengths that allow you to use them across a range of curriculum areas.

Role play

Role play is when participants are assigned a role and, during a small scenario, act as they think the person they are being would act in such a situation. For example, a teacher may be exploring how to resolve conflict in the playground. Teachers or the players can make up a scenario in which a similar incident occurred. It may be in a home or community setting, but while the story is detached from the playground, the issues are the same.

You could assign participants roles and give them time to think about the little scene they are going to develop or you could just ask them to do it without any planning time. You will need to try both ways to see the benefits for yourself of both approaches. You could have





just one group performing in front of the rest of the class or you could let all the class work in small groups at once (so no group is being watched). You could put your participants into groups and ask them to assign roles themselves before giving them time to explore how they might resolve the conflict.

If you have a large class or a small classroom you may have to allow some groups to work outside. These participants need to be aware of their responsibility to be sensible and not disturb other classes at work, although as they work you will be moving around and supporting them. You will have to think about what kind of feedback you want from the groups about their experiences and feelings. Some groups will be more willing than others to show their role plays. Some may prefer to tell you what they have learned from doing the role plays.

Lesson Plan

Title of Session:	Santa Lumberjack - deforestation
Duration	Resources Required:
This lesson plan will take 60 minutes to deliver	<p>To deliver this lesson plan, you will require the following resources:</p> <ul style="list-style-type: none"> ● Projector ● Laptop ● Space for moving ● Sound speakers
Learning Outcomes	
<p>On successful completion of this lesson, learners will be able to:</p> <ul style="list-style-type: none"> ● Develop language skills under pressure ● Understand why trees are important and how to protect it ● Build better relationships and assertive communication 	





Workshop Opening		
Duration	Description of Activity	Links to Support Materials
10 minutes	Warming up from head to toes (warm-up exercises are leg bends, leg swings, shoulder/ arm circles, jumping jacks, jumping rope).	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
20 minutes	<p>Divide participants in two or more groups (3 in each group). Explain to them what role play is. Give them different topics related to this Comedy resource (for example deforestation in their city, or Amazon, etc). Let them brainstorm and create a small scenario. One role is a plant, tree or forest, the other one is Lumberjack. Let them try to solve the conflict trying to convince lumberjack why not to cut the plant/tree.</p> <p>Develop the scene and find the precise ending of the story.</p>	
Group Activity 2		
Duration	Description of Activity	Links to Support Materials
20 minutes	Involve some music contrary to the topic and create small drama piece.	





	Present your drama piece to the others and have fun.	
Workshop Close		
Duration	Description of Activity	Links to Evaluation Survey
10 minutes	Discuss the process and suggest what you would do in the same situation.	





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