



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

The production and incineration of inorganic waste uses natural resources such as water, fuel, metal, timber in their production and this results in the emission of greenhouse gases, particularly carbon dioxide and other pollutants.

Plastic is one of the most persistent pollutants on Earth. It's made to last - and it does, often for 400 years or more. And at every step in its lifecycle, even long after it has been discarded, plastic creates greenhouse gas emissions that are contributing to the warming of our world.

Alarmingly, at least 8 million tonnes of discarded plastic also enters our oceans each year, and plastic pollution at sea is on course to double by 2030. Plastic has even been found in the deepest place on Earth - in the Mariana Trench, nearly 11 kilometres below sea level.

Almost all plastic is derived from materials (like ethylene and propylene) made from fossil fuels (mostly oil and gas). The process of extracting and transporting those fuels, then manufacturing plastic creates billions of tonnes of greenhouse gases. For example, 4% of the world's annual petroleum production is diverted to making plastic, and another 4% gets burned in the refining process.





In our oceans, which provide the largest natural carbon sink for greenhouse gases, plastic leaves a deadly legacy. It directly chokes and smothers a host of marine animals and habitats and can take hundreds of years to break down.

As it does, sunlight and heat cause the plastic to release powerful greenhouse gases, leading to an alarming feedback loop. As our climate changes, the planet gets hotter, the plastic breaks down into more methane and ethylene, increasing the rate of climate change, and so perpetuating the cycle.

The smaller particles (known as microplastics) that break off and disperse are also unwittingly ingested by marine animals, including plankton, and some of the fish we eat.

<https://www.wwf.org.au/news/blogs/plastic-waste-and-climate-change-whats-the-connection>

<https://www.colorado.edu/center/2020/12/10/waste-and-its-contribution-climate-change>

## 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 Waste we decided to use a music video. This music video was created by Serbian band leading Donka Torov in collaboration with DAH Theatre. The song speaks about a landfill in Vinča, a suburb of Belgrade, that lays on the Vincha culture (5000 BC) and about the Nuclear Institute, also situated in the same small suburb.

Located 15 kilometres from the city centre Vinca is one of the largest open dumping landfills in Europe, hosting more than 700,000 tonnes of waste a year. Almost constantly on fire, it often covered the city in a noxious fog; while toxic fumes and leachate were absorbed into





the soil during rainy seasons. Following the 2014 earthquake, which triggered several landslides, parts of the landfill became unstable, making the entire site even more dangerous and increasing the risk of contaminating the Danube.

## Vincha culture

When the mighty Danube returned to its river bed a century ago, it revealed a great treasure. An old man named Panta from Vincha found a strange clay figurine at the river bank. This curious old man had never seen anything like it, so he took his figurine to the National Museum in Belgrade in order to find the explanation.

Since then the archaeological excavations have been revealing numerous cultural layers of a civilization preserved in a seemingly just an ordinary hill in Vincha. Archaeologists concluded that it was the largest Neolithic settlement in Europe, dating back more than 5,000 years B.C and also the center of a civilization that spread across the territory of Bosnia, Serbia, Romania, Bulgaria, Montenegro, Macedonia and Greece.

Known for its inhabitants' peaceful and trade-oriented civilization, *Vinča embodies the very zenith of the European Neolith. The territory of today's Serbia and Central Balkans had become European cultural centre in the period of 5300-4300 B.C., while Vinča became a huge settlement. The archeological findings from Vinča and other Neolithic findings in these parts of Europe had changed our understanding of pre-historical humans.*  
Belgrade Museum's website: <http://www.mgb.org.rs/en/visit/archaeological-site-of-vinca>

Not far from these archaeological treasures is the Vincha Nuclear Research Institute. What a strange combination of the Neolithic civilization, Nuclear Institute and landfill. The human kind is the only one responsible for this situation. Basically the roots of one civilization are covered with the waste.

<https://www.arup.com/projects/vinca-landfill-redevelopment-serbia>

<http://www.serbia.com/visit-serbia/cultural-attractions/archaeological-sites/vinca-the-cradle-of-european-civilization/>





Clay figurine from Vinča exhibited in The British museum

## Applying this Comedy Resource

Art and music are basic human functions. Humankind and art cannot function without one another. We have the burning desire to create, whatever it may be and however tiny or grand. The interaction with sound is unavoidable, either to make it or take pleasure in it. People have always found music significant in their lives, whether for enjoyment in listening, the emotional response, performing, or creating. Music has immense worth for our society; Music can also stimulate the mind. There are many things in music, to which one can listen and bring attention. One can be mindful of the melodies or themes, the harmony, the driving or relaxed rhythms, the color of the sounds, the activity of a piece, how the sounds are produced, or how they all relate to one another, all while, possibly figuring out how the composer conceived the piece. Focused and attentive listening is an incredible experience that allows one to be lost in a foreign sound world.

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 theatre improvisational exercises such as verbal spontaneity games, role playing, creating music 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 and that are pleasurable.

## Lesson Plan

<b>Title of Session:</b>		Vincha - waste
<b>Duration</b>		<b>Resources Required:</b>
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"> <li>● Projector</li> <li>● Soundspeaker</li> <li>● Laptop</li> </ul>
<b>Learning Outcomes</b>		
On successful completion of this lesson, learners will be able to: <ul style="list-style-type: none"> <li>● Create new forms of addressing the issue</li> <li>● develop team-player skills and raise awareness about the waste</li> </ul>		
<b>Workshop Opening</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
5min minutes	Watch Vincha video and listen to the music. Short discussion.	
10min	Warm up and stretch (5min) with vocal warming up.  Vocal warming up: For this quick vocal exercise, simply <b>yawn</b> (take in air) with your mouth closed. Then, exhale through your nose as if you	





	<p>are sighing. This will help relax your voice and improve its range.</p> <p><b>Humming</b> is one of the best vocal warm-ups because it doesn't put a lot of strain on your vocal cords. Place the tip of your tongue behind your bottom front teeth and hum up and down the major scale while keeping your mouth closed. Each note should sound like "hmmm" — including the "h" sound is less taxing on your voice.</p> <p>As far as vocal warm-ups go, <b>lip buzz</b> (or lip trill, as it is sometimes called) is very simple. The goal is to make a motorboat sound by making your lips vibrate as you blow air through your mouth and nose. You can incorporate pitch slides as well.</p> <p>Much like the pitch glide, the <b>siren exercise</b> takes an "oooo" sound and gradually goes from the lowest note of your range to the highest and back down, like a siren for an emergency vehicle. The sound is continuous and covers the tones between the notes.</p>	
Group Activity 1		
Duration	Description of Activity	Links to Support Materials
15 minutes	<p>Divide participants in groups of 4 people (create orchestra or band).</p> <p>Educator shows how to create an orchestra. First person in the group starts with the body percussion (free style but keeps it all time long, till the end of the circle). Next one is adding its voice beat (different but coherent with body percussion) whenever it's ready. Next one adding another layer (melody), next adding lyrics (one word or sentence). When four people complete</p>	







	the “song” next starts with percussion and so forth until they finish the circle.	
<b>Group Activity 2</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Support Materials</b>
20 minutes	<p>Both groups form two circles and choose who will be what: body percussion, voice (rhythm), melody and lyrics containing one word or one sentence related to the waste, the other band related to the solution of this issue.</p> <p>Both groups are creating an orchestra/band and try to find and fix the best melody/song.</p> <p>After they have finished they represent the bands and their songs.</p> <p>They can even find the name of the band , or song</p>	
<b>Workshop Close</b>		
<b>Duration</b>	<b>Description of Activity</b>	<b>Links to Evaluation Survey</b>
10 minutes	Discuss how it was. Do you have any ideas how to approach this issue with music?	







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