

Introduction to FLICC and ‘Cranky Uncle’ by John Cook (PhD)

Year 10 English

Climate denial: How language is used to misinform

1. About the Lesson Plan

Grade Level	Year 10
Discipline	English
Topics in Discipline	Using language to persuade - persuasive techniques
Australian Curriculum code	<p>ACELA1567 – Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects</p> <p>ACELA1569 – Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts</p> <p>ACELA1571 – Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</p>
Climate Topic	Climate misinformation
Cross Curriculum Priority	Sustainability
Lesson Length	55 to 70 mins

2. Brief introduction to the Lesson Plan:

Climate misinformation has been used by a range of actors to confuse the public in order to stymie effective action on climate change. This lesson introduces students to the persuasive language techniques employed by such actors. This will be the first of numerous lessons using the 'Cranky Uncle' game to develop critical thinking skills among Year 10 students. These series of lessons may be used as a precursor to VCE English classes, specifically language analyses.

3. Learning Outcomes:

The tools in this lesson plan will enable students to:

Identify and define the five techniques within the FLICC (Fake Experts, Logical Fallacies, Impossible Expectations, Conspiracy Theories, Cherry Picking) framework, and know how to access and use the Cranky Uncle game.

4. Introduced climate science concepts:

This lesson will expose students to:

- The five techniques within the FLICC Framework (Fake Experts, Logical Fallacies, Impossible Expectations, Conspiracy Theories, Cherry Picking)
- Climate myth examples
- Climate denialism

5. Presumed knowledge

- Basic understanding of the impacts of climate change
- A Year 9 level of understanding of persuasive techniques and their purpose



6. Teaching Resources

Tool ID	Type of Tool	Name and web link to the Teaching Resources	Brief Description	Credits
R1	Student Resource	FLICC PowerPoint	PowerPoint describes each of the denialist strategies that make up the FLICC Framework	<i>Cranky Uncle – Created by John Cook</i>
R2	Teacher Resource	FLICC Blog Post	Blog post that goes into depth about FLICC Framework (should be studied by teacher before presenting PowerPoint to students)	<i>Cranky Uncle – Created by John Cook</i>
R3*	Teacher and Student Resource	YouTube example videos of misinformation.	Google sheet of examples of climate myth fallacies, including quote text and link to video excerpt.	<i>Cranky Uncle – Created by John Cook</i>
R4	Teacher and Student Resource	Cranky Uncle Game	This is the primary resource for the lesson and guides students through the FLICC Framework and examples of each denialist strategy.	<i>Cranky Uncle – Created by John Cook</i>

** Resource required for back-up activity - Climate myth examples

7. Step-by-step lesson plan activities

Teacher activities and student tasks	Tool ID	Timing
Starter Task: <i>Class discussion</i> Climate denial brainstorm/introduction		5 - 10 mins

<p>Task 1: ‘Cranky Uncle’ game <i>Individual task</i></p> <p>Set-up, get students downloading the app and playing the game. Students can access the game via iPhone (http://sks.to/crankyiphone), Android (http://sks.to/crankyandroid), or browser (https://app.crankyuncle.info).</p> <p>The teacher can register for a group code via http://sks.to/crankyclass (not necessary but allows students to play game anonymously without entering an email).</p>	R4	10 – 30 mins
<p>Task 2: FLICC PowerPoint Presentation <i>Teacher’s explanation</i></p>	R1 R2	10 mins
<p>Task 3: Mix ‘n Match definitions <i>Group work</i></p> <p>Have students work in groups to match the definitions of the FLICC persuasive techniques, their titles and their symbols (on the game). Extension task: if completed early, teachers can provide examples which students can then match to the definitions. (These can be printed, cut out and handed to groups).</p>	R2	15 - 20 mins
<p>Task 4: Reflection task <i>Class discussion</i></p> <p>Full class discussion reflecting upon concepts learned and connections to climate denial brainstorm from earlier.</p>		10 mins
<p>Post-class activity: <i>Individual task</i></p> <p>Students are asked to come to the next class with an example of climate misinformation, and why (which FLICC technique they use).</p>	R3	5 mins

Acknowledgment

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