

## Introduction to FLICC and 'Cranky Uncle' by John Cook (PhD)

<b>Year Level:</b>	Year 10	<b>Subject:</b>	English	<b>Topic:</b>	Persuasive techniques
<b>Duration:</b>	1-2 x 50 minute lessons	<b>Australian Curriculum:</b>	<p><b>Achievement standards:</b></p> <ul style="list-style-type: none"> <li>• 3, 4, 5, 6, 10</li> </ul> <p><b>Content description codes:</b></p> <ul style="list-style-type: none"> <li>• <b>AC9E10LA03:</b> analyse text structures and language features and evaluate their effectiveness in achieving their purpose</li> <li>• <b>AC9E10LE04:</b> evaluate the social, moral or ethical positions represented in literature</li> <li>• <b>AC9E10LY03:</b> analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes</li> </ul>	<b>Climate Topic(s):</b>	<ul style="list-style-type: none"> <li>• Climate denialism</li> <li>• Climate myths</li> </ul>

### Brief Overview

Climate denialism has been used by a range of actors to actively misinform 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 Year 11/12 English classes, specifically language analyses.

### Learning outcomes

#### Learning Intention

Students will be able to evaluate how language and communication techniques influence perspectives on climate change and analyse the effectiveness of different misinformation techniques.

### Success Criteria

- Understand how denialist language is used for different purposes and audiences, and the role it plays in influencing perspectives on climate change
- Analyse and evaluate the effectiveness of misinformation techniques
- Identify vocabulary choices used by denialists with particular attention to the effect of this vocabulary on audiences.

Introduced climate science concepts:	Presumed knowledge:
<ul style="list-style-type: none"> <li>• The five techniques within the FLICC Framework (Fake Experts, Logical Fallacies, Impossible Expectations, Conspiracy Theories, Cherry Picking)</li> <li>• Climate myth examples</li> <li>• Climate denialism</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the impacts of climate change</li> <li>• <b>AC9E9LA08:</b> Analyse how vocabulary choices contribute to style, mood and tone</li> <li>• <b>AC9E9LY03:</b> Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</li> <li>• <b>AC9E9LE05:</b> Analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references</li> </ul>

### Teaching resources

Tool ID	Type of Tool	Name and web link	Overview	Credits
R1	Teacher resource	<a href="#">Glossary of climate terms</a>	This document provides teachers with a glossary of key terms relevant to this lesson plan. It is important that students are familiar with the meaning of these terms so they can complete the class activities.	Monash Climate Change Communications Research Hub
R2	Teacher	<a href="#">Lesson PowerPoint</a>	This powerpoint follows the 5Es pedagogy and provides	MCCCRH and Cranky Uncle – Created by

	resource		the entire lesson structure. The PowerPoint includes each of the denialist strategies that make up the FLICC Framework with examples.	John Cook
R3	Teacher resource	<a href="#">FLICC Blog Post</a> and <a href="#">Teachers Guide to Cranky Uncle</a>	Blog post that goes into depth about FLICC Framework. This is a useful resource for teachers to familiarise themselves with FLICC before the lesson.	Cranky Uncle – Created by John Cook
R4	Teacher and Student Resource	<a href="#">Cranky Uncle Game</a>	This is the primary resource for the lesson and guides students through the FLICC Framework and examples of each denialist strategy.	Cranky Uncle – Created by John Cook

### Lesson activities

	Teacher activities	Student Tasks	Tool ID	Time
<b>ENGAGE</b>	<p><i>Pp Slide 2-9</i></p> <p>Read off the statements, some being misinformation, and have the students guess if they are true or false.</p>	<p>Students are to try and identify if a piece of information is true or false.</p> <p>Students should put their hands on heads for true, and on hips for false.</p>		5 mins
<b>EXPLORE</b> <b><i>Cranky Uncle Game</i></b>	<p><i>Pp Slide 10</i></p> <p>Have students go to the link provided in <b>R4</b>, or google 'Cranky Uncle Game'.</p> <p>Students can play the game to different levels of completion. Here, 10 - 20 minutes of play is suggested to accommodate a 50 minute lesson. However if time permits, extending this time to</p>	<p>In pairs sharing one device, students are to open the 'Cranky Uncle' game (<b>R4</b>) in their browser and follow along with the prompts to play.</p>		20 mins

	<p>around 30 minutes will allow students to complete all the denial techniques.</p> <p>Discussion question to ask whilst they play the game: <i>Have you noticed any common language (words, phrases or language types) used by climate deniers?</i></p>			
<b>EXPLAIN</b> <b>FLICC Framework</b>	<p><i>Ppt Slide 11-40, 11-22 Main FLICC Framework 23- 40 Second level of the FLICC framework (select slides based on class ability)</i></p> <p>Using the PowerPoint (<b>R2</b>), teachers should present the title, definition and example/s for each of the FLICC denial techniques to students. Using the examples, ask students how they know the particular technique is being used.</p> <p>Videos and further explanation of the denial techniques are provided in <b>R3</b>.</p>	Students to take their own notes.		10 mins
<b>ELABORATE</b>	<p><i>Ppt Slide 41</i></p> <p>In groups, have the students create and write their own examples of 3-4 denial techniques.</p>	Students can work together in groups to come up with their own examples for 3-4 FLICC techniques.		15 mins
<b>EVALUATE</b>	<p><i>Ppt Slide 42</i></p> <p>Teacher to ask for students to complete following informal assessments.</p>	Students to write their name and submit one of their written examples on a piece of paper or sticky note and hand it to the teacher on the way out of class.		2 mins

