

IS CLIMATE CHANGE A LAUGHING MATTER?

SCAN ME



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BACKGROUND

Recently, there has been an increase in scientists, educators, and activists moving into comedy as a method to communicate the climate story; weaving humour through stark educational messaging. It appears that humour has a variety of learning benefits, yet little research has explored its use in environmental topics.

Could using humour as a method of education encourage the greater population to respond to the climate crisis? The present research addressed this question by exploring the impact that an environmental-based comedy show (green comedy) had on various learning related and emotional outcomes.

HYPOTHESES

1. Participants will consider green comedy to be a positive learning experience.
2. There is a relationship between fear, hope, and responding to climate change.
3. Age will be a significant factor in predicting climate change awareness, hope, and fear.

METHODS

Snowball sampling was used to recruit participants online through a variety of media platforms. Data was quantitative, with some qualitative to provide detail.

1. Participants completed demographic and baseline questions about feelings towards climate change
2. They watched a 30-minute recording of a stand-up green comedy show.
3. After viewing the clip, they completed a brief questionnaire about their experiences
4. There were also follow-up questions for people who had experienced green comedy before.

'these sort of shows are an innovative way to educate people about key issues, they are much more light hearted and wider reaching than talks or conferences by a leading scientist or organisation'

'created long term change - I recycle more, and have shifted to a plant-based diet'

ANALYSES AND RESULTS

Analyses

Descriptive statistics, Pearson's Chi-Square, Spearman's Rank-Order Correlation, factor analysis, and a one-way ANOVA were used. Qualitative data was also used to provide further detail and context.

Results

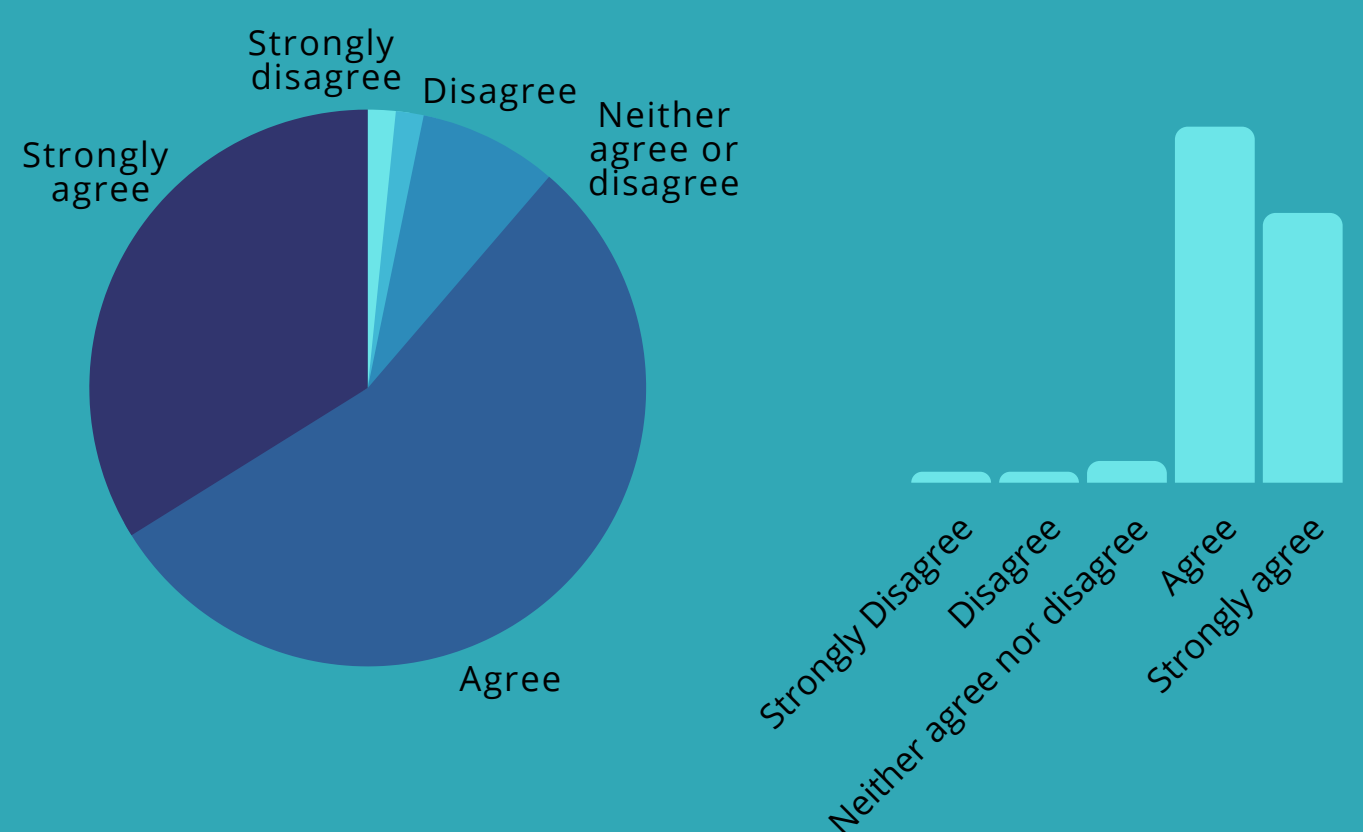
Analyses indicated that the green comedy show provided various learning-related outcomes (e.g., perceived learning, enjoyment, interest, considering the speaker and information reliable) and emotional outcomes (e.g., hope).

Results also suggested that age somewhat predicts variables related to climate change (e.g., belief, fear).

Findings suggested that green comedy can have both an immediate and a long-term impact on pro-environmental behaviour.

The show was educational

The show was entertaining



CONCLUSION

Limitations

Future research should survey wider audiences, have more diligent and robust methodology, and explore alternative measures of measurement.

Implications

The results support theories and literature which suggest that humour can provide positive learning-related outcomes, and that emotions are significantly involved in responding to climate change.

Findings of the present and future research may be useful for those working in education, communication, policy making, and more; humour could be used in a plethora of platforms. Ultimately, it may help educate the wider population, and improve pro-environmental behaviour.

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