

# Decoding Carbon

## DECODING CARBON

### Activity: How is Climate Change is Shaping this World



### Learning Outcomes

By the end of this activity learners will explore and understand the effects of the climate change crisis from different perspectives. Starting from a global overview, to national and then to a local perspective, students will notice the change in scope and approach towards tackling the climate crisis.

### Curriculum Connections

#### Alberta

- Grade 10 Science
- Grade 10 Social Studies
- Grade 11 Social Studies

#### British Columbia

- Grade 10 Science
- Grade 10 Environmental Science
- Grade 11 Environmental Science
- Grade 12 Environmental Science

#### Ontario

- Grade 10 Science
- Grade 12 Canada & World Studies

### Length of Activity

1 - 1.5 hour

### Materials List

- Topic Backgrounder
- Marking Rubric

### Activity: Step 1

To begin, introduce the concept of anthropomorphic climate change and its impacts on our world using the backgrounder topic 1. **(10 minutes)**

Climate change impacts us all in numerous ways. Although the climate change crisis is a global issue, its effects can be realized locally in our communities and individually in our quality of life. To initiate an inquiry into Canada's role in tackling the global climate change crisis, students will first look at the climate change crisis from different regional perspectives.

### Activity: Step 2

Show your students videos on climate change that offer varying perspectives from the list of recommended videos. **(20 minutes)**

- Global Perspective
- National Perspective
  - Bill Nye, [climate change 101](#)
  - Canada, [predicting the future](#)
  - U.S. (watch until 12:25), [Why Climate Change Denial Still Exists In The U.S.](#)
- Local Perspective
  - [Edmonton](#)
  - [Toronto](#)

### Activity: Step 3

In groups or individually, complete the following activities:

- Students will reflect on the question: “How does the local perspective differ from global perspectives?” and share reflections with class. **(10 minutes)**
- Divide the class into small groups of 2 -3 students. Have each group research examples of the impacts of the climate crisis at the local, national and/or global level. **(20 minutes)**
- Students will create a Personal Reflections Journal and make a journal entry for each class. Students will reflect on the learning and write down their thoughts on the three perspectives shared in class. Journal entries will not be marked for content and can vary in length (e.g., minimum a paragraph and maximum a page). **(10 minutes)**