

Decoding Carbon

#DECODINGCARBON

Activity: Exploring the Need for Climate Policy – Climate Change and Negative Externalities



Learning Outcomes

- Students will learn about the concept of externalities.
- Students will learn about market failures and need for government intervention.
- Students will explore how climate change is a negative externality, and exploring the need for sustainable economic growth.

Curriculum Connections

- Grade 10 Science
- Grade 10 - 12 Environmental Science in British Columbia
- Grade 10 - 11 Social Studies in Alberta
- Grade 12 Canada & World Studies in Ontario

Length of Activity

1 – 1.5 hours

Materials List

- Topic backgrounder
- Marking rubric
- Internet enabled device

Activity: Step 1

Begin by watching this video on [Externalities](https://www.youtube.com/watch?v=ljrBEg-QU4) (5 minutes)
<https://www.youtube.com/watch?v=ljrBEg-QU4>

Activity: Step 2

Using the backgrounder as a guide, have a discussion with the class on why climate change is a negative externality. (10 minutes)

Activity: Step 3

Watch the following video that explores the debate on [“Is economic growth fueling climate change?”](https://www.youtube.com/watch?v=TwwpNM1utnA) (10 minutes)
<https://www.youtube.com/watch?v=TwwpNM1utnA>

Activity: Step 4

In groups or individually, complete the following activities:

1. After watching the video, students will grab a chart and write ideas for sustainable economic growth by proposing solutions for policy makers that ensure economic growth goes hand in hand with environmental conservation and limits climate change. (15 minutes)
2. After the brainstorming session, the teacher will introduce the Impact Assessment Agency of Canada using the backgrounder to reinforce the legislative framework in place to ensure sustainable resource development. (15 minutes)
 - a. Here are additional resources for an overview:
 - i. <https://www.canada.ca/en/impact-assessment-agency/corporate/mandate.html>
 - ii. <https://www.youtube.com/watch?v=z68H1RaCQLg>
3. Have students write an individual journal entry reflecting or have a wrap up class discussion based on the question: “Should total cost of an energy project include non-financial costs, such as social and environmental costs?” One page maximum. (10 minutes)