

# Decoding Carbon

## #DECODINGCARBON

Activity: Building a low carbon future—need for collective action



### Learning Outcomes

- Students will explore the impacts of climate change in Canada and around the world.
- Students will learn about the predicted impacts under different temperature increase scenarios.

### 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 reading out the following text to your class:

A disconcerting outcome of the **climate crisis** is how it impacts different countries around the world. While the developed countries have historically contributed more to global greenhouse gases emissions, the developing countries bear the consequences as they are more prone to climate change impacts. This is because there are no boundaries in the atmosphere. Greenhouse gases are able to move freely across continents, in what we will refer to as “the global atmosphere.” This becomes an issue of the tragedy of the commons.

### Activity: Step 2

Watch the following video to understand what a tragedy of the commons is and after watching the video discuss how Climate Change is a tragedy of the commons. (5 minutes)

1. Click on the link to watch the video: [Tragedy of the commons](#)

### Activity: Step 3

Step 3: Students will watch two videos on Climate Justice to understand how climate change impacts different countries. (8 minutes)

1. [How does climate change hit developing countries?](#)
2. [Who should pay to fix Climate Change?](#)

### Activity: Step 4

Individually or in groups, complete the following activities: After watching the videos, students will discuss amongst peers how climate change impacts different countries and share with class. (10 minutes)

1. Students will choose one of the countries identified in the video (choosing either from high emitters group or low emitters group) and research in detail the following: (45 minutes)
  - a. Where does the country rank in the world in contributing GHG emissions?
  - b. Research and report the range of negative effects that the country is facing due to climate change.
  - c. Research and report the efforts employed by the government of the country in addressing climate change.
2. Students will make an individual journal entry reflecting on: “Climate Justice and where you think Canada stands in contributing to and addressing the global climate crisis?” Entry should be one page maximum. (10 minutes)