

Climate Policy Quest Activity

Exploring the Need for Climate Policy: Climate Change & Negative Externalities



Learning Outcomes

By the end of this activity learners will:

- Learn about the concept of externalities.
- Learn about market failures and need for government intervention.
- Explore how climate change is a negative externality and exploring the need for sustainable economic growth.

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 hours

Materials List

- Topic backgrounder
- Marking rubric
- Internet enabled device

Activity: Step 1

Begin by watching this video on [Externalities \(5 minutes\)](https://www.youtube.com/watch?v=ljrBEdg-QU4) <https://www.youtube.com/watch?v=ljrBEdg-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?" \(10 minutes\)](https://www.youtube.com/watch?v=TwwpNM1utnA) <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 a brainstorm of proposals for economic growth for the made up city of "Burgerville". The brainstorms will be aimed at policy makers and should use the economic concepts learned. **(15 minutes)**
2. After the brainstorming session, the teacher will introduce the Impact Assessment Agency of Canada using the backgrounder. Students will assess their economic ideas for negative

externalities, using the the legislative framework in place, and discuss the positives and negatives of incorporating negative externalities into economic policies. Finally, students will assess how sustainable economic development can be implemented through policy. **(20-25 minutes)**

a. Here are additional resources for an overview:

- i. <https://www.canada.ca/en/im-pact-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. **(15 minutes)**