

## Climate Policy Quest Activity

### Climate Policy Options



#### Main Objective

Learners become familiar with different options for climate policies and the co-benefits and trade-offs of each. Learners will seek out and interpret real-world examples, applying their understanding of climate policy options.

#### Learning Outcomes

- Identify different climate policy options
- Understand that all climate change policy tools have co-benefits and trade-offs, and that policy design often requires a weighing of co-benefits and trade-offs
- Investigate how climate policies have been implemented in different jurisdictions, and the successes and challenges in implementation

#### Curriculum Connections

*(Suggested level grades 10 - 12)*

- Grade 10 Social Studies (Alberta)
- Grade 11 Social Studies (Alberta)
- Grade 11 The Individual and the Economy (B2.3 Ontario)
- Grade 12 Analyzing Current Economic Issues (A2.3, C1.6, C2.4)
- Grade 12 World Issues: A Geographical Analysis (C1.4, Ontario)
- Grade 12 Canadian and World Studies (Ontario)
- Grade 10 Environmental Science (BC)
- Grade 11 Environmental Science (BC)
- Grade 12 Environmental Science (BC)

#### Length of Activity:

**1.5 - 2.5 hours**

*Approximately 2 classes, option to extend*

#### Materials Required

- Internet enabled device(s)
- Supporting Documents ([Topic Backgrounder](#), [Infographic](#))

## Activity

### Step 1: Review Public Policy

Review (or introduce) public policy with your class, and introduce the activity ahead. We encourage you to cover the following:

- Public policy sets the plan for action to tackle a given issue
- Policy can drive the creation of certain laws
- This activity provides an opportunity to learn more about Canadian climate policies

Using the provided backgrounder, ask students to read about the selected climate policy options and review the infographic **(15 - 20 minutes)**.

### Step 2: Policy Pros & Cons

Provide students with the following group (or individual) tasks:

1. Students will identify the pros and cons of one of the policy options presented in the infographic. You can assign these options, or let students choose in a first come first served basis **(20 minutes)**
2. We suggest a think-pair-share or small group discussion to conclude this portion of the activity by the end of a one hour class. Prompting questions might include “Why might someone oppose this type of climate policy?” or “What needs to happen for this type of policy to be successful?” **(20 minutes)**.

### Step 3: Real World Example

Students will briefly research and analyze a climate policy of another jurisdiction, as done with the backgrounder examples of Morocco and Calgary. Use the backgrounder as a reference for guiding the students. We suggest supporting the students in identifying a jurisdiction to keep the momentum of the activity going (ex. students’ home countries, last vacation location, randomly selecting from a map, etc.).

Students will identify the successes and challenges faced by that jurisdiction in implementing the policy, and explain whether they feel the policy was successful or hasn’t met its intended purpose **(45 min - 1 hour)**.

Students can share their general findings; the method and length of sharing is at your discretion - collaborative Google Doc, turning in notes, quick presentation, group leader shares with class, etc..