Critical Thinking Skills

Carbon Footprint Big Book

Reducing Your Own Carbon Footprint - Reducing Your school's Carbon Footprint - Reducing Your Community's Carbon Footprint - All three

				R	ead	ing			
	Skills for Critical Thinking	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Hands-on Activities
LEVEL 1 Remembering	 List Details/Facts Recall Information Match Vocabulary to Definition Define Vocabulary Sequence 	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			111	>>>>>	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	✓
LEVEL 2 Understanding	Demonstrate UnderstandingDescribeClassify	X	111	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	111	111	< < <	\ \ \	111
LEVEL 3 Applying	 Application to Own Life Organize and Claud's Facts Infer Outcomes Utilize Alternative Research Tools 	111	1 1	1 1	1 1 1	1 1	\ \ \ \	1 1	1 1 1
LEVEL 4 Analysing	 Distingular canings Make Inferences Draw Conclusions Identify Cause and Effect Identify Supporting Evidence 	1 1 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	1 1 1	1 1 1 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	111
LEVEL 5 Evaluating	 State and Defend an Opinion Make Recommendations Influence Community 		1	1			> >	\ \ \	\ \ \ \ \ \
LEVEL 6 Creating	 Compile Research Information Design and Application Create and Construct Imagine Alternatives 	1	\ \ \ \ \ \	\frac{1}{\sqrt{1}}	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\ \ \ \	✓ ✓ ✓	> > > >

Based on Bloom's Taxonomy







Footprints At The Mall And In The Trash



- 1. Circle the word **TRUE** if the statement is TRUE **or** Circle the word **FALSE** if it is FALSE.
 - a) Sending old newspapers to a landfill removes their carbon footprint.

TRUE FALSE

b) Most objects in a drugstore have a carbon footprint.

TRUE FALSE

c) Most objects in a hardware store do not have a carbon footprint.

TRUE FALSE

TRUE FALSE

e) Old aluminum cans can be made into new terminum cans.

TRUE FALSE

- 2. Put a check mark (\checkmark) next to the ansatz that is most correct.
 - a) Which of these recycling proces as is least likely to happen?
 - O A making old glass of rifes into new glass bottles
 - O B making old car tires into new car tires
 - O c making at paper bags into new paper bags
 - O **p** making old so a cans into new soda cans
 - b) All of these purchases at a garden store would add to your carbon footprint, except
 - O **A** fertilizer
 - O B a shovel
 - O **c** a tree
 - O **D** a hose
 - c) Which of these would you put in a compost pile?
 - O **A** used motor oil
 - O B plastic bags
 - O **c** broken plates
 - O **D** dead leaves





V

 \blacksquare

A

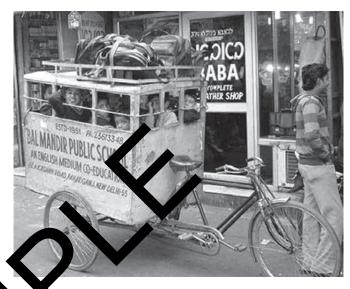




Cars, Buses, Bicycles, and Feet

tudents spend a lot of time and energy getting to school.

The amount of greenhouse gas emitted along the way can range from zero to many pounds of CO₂, depending on how you get there. Here are the most common possibilities: car, **carpool**, school bus, public transport, bicycle, walk, run.



An Energy Efficient School Bus

A single student and a driver in a car adds more CO_2 to the school's carbon footprint than any a the other ways of getting to school. Sharing a ride to school, which is called carpooling, can cause a big reduction in the carbon footprint of the school. The instructions for the school footprint calculator will show you how to adjust for carpooling.

You might want to mink about starting a program to increase carpooling. This is what some students at a school in New Zealand did. For their carpooling project, they created a website where students and their drivers could log on to arrange shared rides among people who traveled the same route to school.

A school bus is about four times as efficient as a car in terms of how much CO₂ it adds to the footprint. Another way to look at it is that four students sharing a car are being about as efficient as students



Graphic Organizer

In each square of the right-hand column of the graphic organizer below, describe a way to reduce energy use for the energy need listed in the square to the left.	whic organizer below, describe a way to square to the left.
School Energy Nee	How to Reduce Energy Use
Heating	
Air conditioning	
Hot water	
Lighting	