

# 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

Skills for Critical Thinking	Reading							Hands-on Activities
	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	
<b>LEVEL 1</b> Remembering <ul style="list-style-type: none"> <li>List Details/Facts</li> <li>Recall Information</li> <li>Match Vocabulary to Definition</li> <li>Define Vocabulary</li> <li>Sequence</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 2</b> Understanding <ul style="list-style-type: none"> <li>Demonstrate Understanding</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 3</b> Applying <ul style="list-style-type: none"> <li>Application to Own Life</li> <li>Organize and Classify Facts</li> <li>Infer Outcomes</li> <li>Utilize Alternative Research Tools</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b> Analysing <ul style="list-style-type: none"> <li>Distinguish Meanings</li> <li>Make Inferences</li> <li>Draw Conclusions</li> <li>Identify Cause and Effect</li> <li>Identify Supporting Evidence</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b> Evaluating <ul style="list-style-type: none"> <li>State and Defend an Opinion</li> <li>Make Recommendations</li> <li>Influence Community</li> </ul>		✓	✓			✓	✓	✓
<b>LEVEL 6</b> Creating <ul style="list-style-type: none"> <li>Compile Research Information</li> <li>Design and Application</li> <li>Create and Construct</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓

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**

d) Second-hand clothes have a larger carbon footprint than new clothes.

**TRUE**      **FALSE**

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

**TRUE**      **FALSE**

2. Put a check mark (✓) next to the answer that is most correct.

a) Which of these recycling processes is least likely to happen?

- A making old glass bottles into new glass bottles
- B making old car tires into new car tires
- C making old paper bags into new paper bags
- D making old soda cans into new soda cans

b) All of these purchases at a garden store would add to your carbon footprint, *except*

- A fertilizer
- B a shovel
- C a tree
- D a hose

c) Which of these would you put in a compost pile?

- A used motor oil
- B plastic bags
- C broken plates
- D dead leaves





## Cars, Buses, Bicycles, and Feet

**S**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 CO<sub>2</sub>, 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<sub>2</sub> to the school's carbon footprint than any of 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 think 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 CO<sub>2</sub> 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

NAME: \_\_\_\_\_



# 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.

How to Reduce Energy Use	School Energy Need
	Heating
	Air conditioning
	Hot water
	Lighting

SAMPLE

