**What is My Carbon Footprint?**

**A Personal Assessment**

Prior to completing a personal carbon footprint assessment:

1. Briefly discuss these terms: primary footprint, secondary footprint, carbon offsets, carbon credits.
2. For homework, give students 2-3 days to complete the Assessing My Carbon Footprint Information Sheet. Source: Chicago Botanical Garden, <http://chicagobotanic.org> .

Discuss assessments (small groups/whole class).

There are so many carbon footprint calculators online from which to choose. Whichever you choose, students should use the same on so that comparisons made are more accurate. Use the one you believe will work best for you and your students.

You might begin with a photo on the screen of “Bill/Bob/Mary”—someone whose lifestyle is very different from the average student in your community. For example, Bill might live in an urban setting and fly to another city 2-3 times per month for his job, while your students live in a small rural community far from an airport. Use the calculator and work through Bill’s footprint.

Have students calculate their own and their family’s carbon footprint using a calculator you choose.

Discuss results (small group, then whole class):

1. What is your footprint? Your family’s footprint?
2. What aspect of your life increases your and your family’s the footprint the most?
3. Were there any differences among your small group?
4. What were the similarities?
5. Name ten ways your and your family can decrease your carbon footprint.

My plan is to have each student compare their footprint to those their classmates, measure each classes’ total footprint, and then compare it to the other classes. A bar graph will be constructed for the graffiti wall (model wall) to show this comparison.