

## **Task**

Ask students to write down things which release or absorb/remove/reduce greenhouse gases.

1 student stands at front of the class and stretches their arms out like a scale.

One hand represents sources and one hand represents sinks.

Ask students to add their sinks or sources to the correct hand.

See if you can make your scales balance.

## **Below are examples of sources and sinks**

### **Sources**

*It's important to stress to students that all of these things are very useful, and in many cases essential. It's about thinking how we can do things differently e.g. swap a bath to a shower to use less hot water. Get public transport rather than using your car.*

Car (burning petrol or diesel)

Bus (burning diesel)

Lorry (burning diesel)

Van (burning petrol or diesel)

Motorbike (burning petrol or diesel)

Heating (gas boiler)

Hot water (heating by a gas boiler)

Burning fossil fuels to make electricity

Planes (burning jet fuel)

Cows (these release methane)

Sheep (these release methane)

Food waste in landfill (this releases methane)

### **Sinks**

*What could we do to protect these sinks or increase their number?*

Trees

Plants (including underwater plants like seaweed)

Healthy soil

Oceans

Lakes