



# FutureFit Learning Activities

Skill	Learning Area	Activity
<ul style="list-style-type: none"><li>- Identify</li><li>- Implement</li><li>- Support</li><li>- Plan</li></ul>	<ul style="list-style-type: none"><li>- Social science</li><li>- Maths</li></ul>	<p>In a small group have students choose one suggested FutureFit action that they believe the majority of students in their class or friend group can achieve.</p> <p>Each group of students must regularly survey their targeted group about their selected actions, keep an up-to-date graph of carbon reduction, and provide ongoing motivation for their peers to continue to reduce their carbon footprint.</p>
<ul style="list-style-type: none"><li>- Describe</li><li>- Conclude</li><li>- Plan</li></ul>	<ul style="list-style-type: none"><li>- Health</li><li>- English</li></ul>	<p>Have students keep a daily journal documenting their successes and challenges to achieving their FutureFit carbon reduction actions.</p> <p>At the end of each entry students should plan next steps that will support their achieving their FutureFit actions.</p>
<ul style="list-style-type: none"><li>- Compare</li><li>- Assess</li><li>- Summarise</li></ul>	<ul style="list-style-type: none"><li>- Maths</li><li>- English</li></ul>	<p>Have students calculate the carbon reduction of four of their FutureFit suggested actions. Considering the amount of carbon reduction, the difficulty of the suggested tasks, and the students' perceptions of being successfully completing the actions; have students write a persuasive letter to their whanau explaining which actions they will undertake and why.</p>

# Learning Extension Ideas

Learning Areas	Achievement Objectives	Key Competencies	Extension Activity
- English	Speaking, writing and presenting	<ul style="list-style-type: none"> <li>Using language, symbols and texts</li> </ul>	Have students write a letter to whānau or make a cartoon explaining how some everyday actions can unknowingly release carbon into the atmosphere, as well as highlighting alternative actions can reduce their environmental impact.
- The Arts	Communicating and Interpreting	<ul style="list-style-type: none"> <li>Thinking</li> <li>Relating to others</li> </ul>	Allow students to investigate artists that are using their art to describe and/or comment on issues around climate change. Have students analyse a chosen piece of art and create a piece of art expressing ideas around climate change and/or climate action.
- Health - Physical Education	Personal health and physical development	<ul style="list-style-type: none"> <li>Managing self</li> <li>Participating and contributing</li> </ul>	Have students plan and draw a walking tour around a local neighbourhood. Support students to identify places of historical and natural importance, as well as identify places they observe something beautiful, fun or unexpected. Compare how walking this path differs from being driven to a place.
- Mathematics - Statistics	Geometry and measurement	<ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols and texts</li> </ul>	Have students decide a reasonable distance to bike to a place from their home (i.e. 3 kms). Using an online map tool have students identify three places they regularly visit within that distance from their home. For example, school, grocery store and church. Have students calculate their carbon savings if they biked to these three places for a week.
- Te Reo Māori	Language and cultural knowledge	<ul style="list-style-type: none"> <li>Relating to others</li> <li>Participating and contributing</li> </ul>	Mātauranga Māori is a modern term for the combined knowledge of Polynesian ancestors and the experiences of Māori living in the environment of Aotearoa. Support students to connect with a kaumātua in their community to explore how cultural practices have changed over time and how these changes have impacted their carbon footprint.
- Science	Planet Earth and beyond	<ul style="list-style-type: none"> <li>Thinking</li> <li>Participating and contributing</li> </ul>	Have students create three <a href="#">mini-garden terrariums</a> . Each terrarium should be made from a different material and/or shape. Have students predict how the difference will affect the amount of sun that will get into the terrarium and how the temperature will differ.
- Social Sciences	How places influence people and how people influence places	<ul style="list-style-type: none"> <li>Using language, symbols and texts</li> <li>Relating to others</li> </ul>	Using the information from NIWA's <a href="#">Climate change and possible impacts for New Zealand</a> article have student identify how different regions throughout New Zealand will be affected by climate change.
- Cross curricular learning: Action Project	Listening, reading and viewing  Design and visual communication	<ul style="list-style-type: none"> <li>Using language, symbols and texts</li> <li>Managing self</li> <li>Participating and contributing</li> </ul>	Using previous learnings from students and additional research if needed, have students create a persuasive media campaign (i.e., video, blog, song, etc.) highlighting common behaviours that reduce and increase non-renewable energy consumption and climate change.

# Additional Resources

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- [FutureFit for Students resources](#)
- [TKI Education for Sustainability Tools and Resources](#)
- [The 100-year Forecast Spinoff videos](#)
- [NIWA Teacher Resources](#)
- [Auckland Council Live Lightly sustainability resources](#)