## **Exploring financial** **sustainability through health**

This resource encourages students to explore the concept of healthy, wealthy and wise communities. Students explore these concepts through the themes of investment/whakangao, insurance/inihua, KiwiSaver and retirement/whakatā.

This is an integrated, cross-curricular resource, supporting the theme **sustainability** and can be used in multiple ways. Related resources are available for maths and social sciences.

Important readings:

* [Financial sustainability resource introduction](http://sortedinschools.org.nz/sorted-resources/financial-sustainability/)
* [Pedagogy and methodology](http://www.sortedinschools.org.nz/teachers/curriculum-info/pedagogical-design/) overview for the frameworks underpinning the development of this resource.

|  |
| --- |
| **Health achievement objectives**  **Level 4**  Healthy communities and environments   * Societal attitudes and values: Investigate and describe lifestyle factors and media influences that contribute to the wellbeing of people in New Zealand * Community resources:Investigate and/or access a range of community resources that support wellbeing and evaluate the contribution made by each to the wellbeing of community members.   **Level 5**  Healthy communities and environments   * Community resources: Investigate community services that support and promote people’s wellbeing and take action to promote personal and group involvement. * Rights, responsibilities, and laws: Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community. |
| **Specific learning objectives**  Students will:   * Explore the links between financial wellbeing and sustainability and personal and community wellbeing * Identify different interpretations of the word “home” * Analyse influences on financial situations on personal and social wellbeing * Identify the impact of privilege and risk factors on wellbeing, including financial wellbeing * Evaluate community resources for that support the wellbeing of elderly people * compare personal and social responsibility with financial responsibility * analyse strategies to help people manage significant change in their lives. |

|  |  |  |
| --- | --- | --- |
| NEED IT/KNOW IT | LINK IT/THINK IT | EXTEND IT/DEFEND IT |
| Make connections to what you already know. This is the starting point for new learning about **financial sustainability**. | Link your ideas and make connections to build new knowledge and understandings about **financial sustainability.** Learn about the perspectives and insights of others. | Extend your learning by applying it to new contexts. Find evidence, validate sources, and summarise your thinking. Present your findings to clarify **financial sustainability.** |
| **Financial wellbeing** | | |
| **Take** this short [survey](https://www.consumerfinance.gov/consumer-tools/financial-well-being/) to measure your current financial wellbeing. You could do this as yourself, for your whānau or by adopting a character role.  **Describe** the differences between:   * Understanding risk * Saving or investing * Getting a return on your investment/whakangao.   **Describe** the ways each of these can contribute to financial wellbeing.  **Read** about [financial shock](https://www.nytimes.com/2015/10/31/your-money/preparing-for-financial-shocks-before-they-strike.html) and [preparing your finances for a global financial crisis](https://www.stuff.co.nz/business/103132114/how-to-prepare-your-finances-for-the-next-global-financial-crisis). Make a **list** of events that could be defined as financial shock.  **Describe** what can happen to a person who feels out of control with their finances.  **Identify** and **describe** impacts of financial stress.  **Complete** The impacts of financial stress.  [link to Health resource 1: Section 2: Financial wellbeing and sustainability]  **Describe** how getting financial advice (in person or using [online tools](http://sorted.org.nz)) can improve people’s financial wellbeing. | **Explain** how stress and financial insecurity are related. [Complete The impacts of financial stress.](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx)  Decide which areas of wellbeing/hauora might be affected by financial stress and **explain** theseexamples.  Use these examples to complete Impacts on Hauora: Te whare tapa whā. [Resource 1: Section 3: Haurora: The Maori concept of holistic health](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx).  **Read** this article about [making trade-offs](https://sorted.org.nz/must-reads/the-trade-offs-we-make/). **Analyse** the key points and **explain** ways that making trade-offs might impact on wellbeing.  **Explain** how your whānau and social factors influence and impact on your financial wellbeing and choices.  [Complete influences on financial wellbeing.](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx) | Complete [Te whare tapa whā](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx). **Create** a diagram, model, visual, presentation or play that incorporates and explains the impacts of financial wellbeing or stress on hauora.  **Hypothesise** how owning your own home can increase your wealth and wellbeing. Link to [New Zealand statistical info](https://www.stats.govt.nz/news/property-assets-and-debt-drive-changes-in-wealth) for home ownership information to help.  **Write** a response to this [quote from a millionaire to millennials](https://www.theguardian.com/lifeandstyle/2017/may/15/australian-millionaire-millennials-avocado-toast-house) (people born between 1981 and 1993): “When I was trying to buy my first home, I wasn’t buying smashed avocado for $19 and four coffees at $4 each.”  [link to Investment powerpoint resource]  New Zealand has some of the [worst statistics](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=12038422) of domestic violence, ethnic underachievement and [child poverty](https://www.unicef.org.nz/in-new-zealand/child-poverty) in the developed world. **Debate** the role financial insecurity plays in these important issues and whether growing people’s levels of financial sustainability can make a difference. |
|
| **Creating healthy wealth** | | |
| Complete [Thinklinker #1:](https://sortedinschools.org.nz/resources/financial-identity/thinklinkers/)  The Metre ruler activity. Identify factors that shape your financial needs at different life stages.  **Complete** this [survey](https://www.consumerfinance.gov/consumer-tools/financial-well-being/). **Identify** factors that influenced your financial wellbeing score.  **Watch** these videos discussing factors that make[a wealthy life](https://www.cffc.org.nz/building-wealthy-lives/what-is-a-wealthy-life/)**. Define** what a wealthy life means to you.  **Complete** The [four elements](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx) of financial wellbeing  In financial wellbeing, assets are things that have a positive impact on financial wellbeing and liabilities are things that have a negative impact. **List** some assets and liabilities related to financial wellbeing and **explain** why you have categorised them in this way.  **View** the links and **discuss** why each project was started.   * [Dress for Success](https://dressforsuccess.org/) * [Suits n smiles drive](http://www.projectsmile.org/suitsandsmiles.htm)   **Find out** about similar initiatives that support people in your community. | **Explain** how financial factors impact on wellbeing. Complete [Influences on wellbeing](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx)  **Explain** how not being in control of your financial situation might impact on your emotional and mental wellbeing. Identify things you can do that can give you a greater sense of control.  Working in a group, complete the [Character retirement/whakatā story.](https://assets.sortedinschools.org.nz/public/Package-2/f6633d4811/Character-Role-Cards-FINAL.docx)  **Think about** ways people can prepare for financial shocks, for example, insurance/inihua, savings and investments/whakangao. For more information, see:   * [Financial shock](https://www.nytimes.com/2015/10/31/your-money/preparing-for-financial-shocks-before-they-strike.html) * [Prepare your finances](https://www.stuff.co.nz/business/103132114/how-to-prepare-your-finances-for-the-next-global-financial-crisis) | **Generalise** ways that financial stress can impact on relationships.  Complete [The impacts of Financial stress](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx)  **Create** a visual product (poster, visual or short video) that captures and promotes key strategies young people can use to overcome financial risk factors.  **Take action.** Be an influencer. How might you create a new idea to help someone overcome their barrier to success? See these initiatives [Dress for Success](https://dressforsuccess.org/), [Suits n smiles drive](http://www.projectsmile.org/suitsandsmiles.htm) for inspiration.  **Plan** some steps you could take to protect your financial future and wellbeing.  View Insurance [PowerPoint](https://assets.sortedinschools.org.nz/public/Student-Activities/Powerpoint/Insurance.pptx) and [Infographic](https://assets.sortedinschools.org.nz/public/Package-2/Infographics/Insurance-Infographic-FINAL-DELIVERY.pdf). |
| **What makes a healthy community?** | | |
| **Define** the concept of home. Alternatively, designa mood board (collection of images) that captures your ideas.  **Read** this article about becoming a new Kiwi for some inspiration: [African makes the capital his home](http://www.newswire.co.nz/2010/03/poems-help-african/).  **Define** the concept of a “decent home”. Discuss ways people’s understanding of this term might differ.  **Read** these articles on [warmer, drier homes](https://www.health.govt.nz/your-health/healthy-living/warmer-drier-homes) and [insulation](http://www.cab.org.nz/vat/hle/ho/Pages/Healthyhomes.aspx). **Describe** factors that make a home healthy.  **Define** these housing issues:   * overcrowded housing * homelessness * housing shortage.   **List** some of the health issues that arise from these issues. **Read** these articles on [overcrowding](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11701599) and [crowded homes](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10526498) for background information.  **List** financial factors that lead to people living in unhealthy housing situations. **View** the links here for additional ideas and information about [overcrowded living conditions](http://www.ehinz.ac.nz/indicators/indoor-environment/household-crowding/#MaoriandPacificaremoreaffected), [living in cars](https://www.stuff.co.nz/national/106063441/rise-in-homeless-older-generation-predicted-as-housing-crisis-bites) or [homelessness](https://www.thepeoplesproject.org.nz/homelessness).  **Investigate** the rights of people who flat, rent, or own a home. Read the resource: [Short guide to good renting](https://www.tenancy.govt.nz/starting-a-tenancy/new-to-tenancy/renting-and-you/) | **Explain** the similarities and differences between what makes a decent home and a healthy home. Compare your responses with another group.  **Explain** how the financial factors you listed **link** to possible health factors or effects. Use this [fishbone cause and effect diagram](https://www.edrawsoft.com/template-blank-cause-effect.php) or select a tool of your choice.  **Read** this article on [period poverty](https://www.noted.co.nz/currently/social-issues/period-poverty-action-st-johns-dignity-nz/). **Analyse** ways that this issue might impact on a person’s level of short- and long-term success and wellbeing. [link to Health resource]  **Research** the United Nations [Sustainable Development Goals](http://www.undp.org/content/undp/en/home/sustainable-development-goals.html)**.**   * **Explain** which goals are relevant to housing issues in New Zealand * Print these goals out and make them into cards * In groups, **prioritise** the three most important development goals in terms of housing issues in New Zealand * **Explain** your choices.   **Explain** the rights and responsibilities of people who flat, rent, or own a home. | **Consider** ways aperson could help people living in a challenging financial or living situations. Make a start by researching these programmes.   * [Auckland teen clothes store](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11910014) * [One for Her period poverty initiative](https://www.localmatters.co.nz/news/25278-women-unite-to-fight-period-poverty.html) * [Suit projects](https://www.memphissuitproject.org/the-process/)   **Reflect** on why we have such high levels of challenging financial or living situations in New Zealand.  Using the [Sustainable Development Goals](http://www.undp.org/content/undp/en/home/sustainable-development-goals.html) you decided were relevant for New Zealand, find relevant information and [statistics for New Zealand](https://www.stats.govt.nz/infographics/). **Create** an infographic that illustrates your findings and key impacts that these goals have on New Zealand.  **Write** a letter or email to your local MP outlining your concerns and ideas about unhealthy living. You might choose to concentrate on a particular affected group, for example, homeless people under 25 or families living in cars.  This webpage provides information on [how to write to an MP](https://betterpublicmedia.org.nz/get-involved1/letter-your-mp/).  **Plan** a way to support people living in financial need. Read these examples for inspiration:   * [Auckland teen clothes store](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11910014) * [One for her period poverty initiative](https://www.localmatters.co.nz/news/25278-women-unite-to-fight-period-poverty.html) * [Suit projects](https://www.memphissuitproject.org/the-process/)   **Create** a resource that lets people know their rights and responsibilities as homeowners or renters. |
| **Healthy, wealthy and wise** | | |
| **Identify** factors that contribute to the wellbeing of retired people. Use the [Age Concern wellbeing resource](https://www.ageconcern.org.nz/ACNZPublic/Information/Wellbeing/ACNZ_Public/Wellbeing.aspx) to help. **Discuss** the recipe of what you need to live well and **describe** the importance of each.  **Describe** the relationship between housing and wellbeing for elderly people. Read this [renting in retirement](https://www.stuff.co.nz/business/money/105890590/renting-in-retirement-tough-on-mental-health) article for information to get you started.  **Describe** how health and wealth are related.  **List** organisations that support the wellbeing of retired people in your community and **describe** what they do.  Here is some information on [Useful Services for Older People](https://www.health.govt.nz/your-health/services-and-support/health-care-services/services-older-people/useful-websites-services-older-people), [Support Services for Older People](https://www.health.govt.nz/your-health/services-and-support/health-care-services/services-older-people/support-services-older-people), and [Eldernet resources](https://www.eldernet.co.nz/Home) to help you.   * **Identify** which of these organisations support elderly people with financial advice. | **Explain** factors that result in elderly people needing support. How do these link to the hauora model and financial wellbeing? Use this information from [The Human Rights Commission](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/) as a guide.  **Explain** how community organisations support retired people in your community.  **View** this article and video on [Alzheimer's](https://best-alzheimers-products.com/hogewey-dementia-village.html), this CNN [video](https://www.youtube.com/watch?v=LwiOBlyWpko), and a [Hogeweyk article](https://twistedsifter.com/2015/02/amazing-village-in-netherlands-just-for-people-with-dementia/) about a Dutch community facility for older people. **Explain** how this community functions. **Analyse** the strategies used to promote the wellbeing of the residents, including their financial wellbeing.  **Interview** a [grandparent or retired person](https://sortedinschools.org.nz/resources/financial-sustainability/questions-for-interview-with-a-grandparent-or-retiree/). Preparea set of questions about their views on what it means to be healthy, wealthy and wise. Ask how satisfied they are with their level of wellbeing, including their financial wellbeing. You may like to include some of the questions suggested in this [article](https://www.huffingtonpost.com/karl-a-pillemer-phd/listening-to-elders_b_4200329.html). View the Grandparent videos on the [sortedinschools.org.nz/activities](https://sortedinschools.org.nz/students/activities/?category=video&tag=&start=0&limit=6) to hear some inspiring stories. Record your interview.  **Explain** the impact unexpected financial events can have on elderly people. Refer to your metre ruler outcomes from the section above. [Thinklinker #1: the Metre ruler activity](https://sortedinschools.org.nz/resources/financial-sustainability/thinklinkers-for-financial-sustainability/).  **Explain** how community organisations support retired people in your community.  **Explain** how older people’s financial wellbeing influences their ability to participate in activities.  Using the [Future Brief 2045](https://docs.google.com/document/d/1CSFotMlcaD-KAY5ePRFHe4yNP6T-lVfCmw1KfB9HBDQ/edit), choose one of the housing options suggested and **discuss** the impact on hauora this might have for the residents. Use the [Hauora template](https://docs.google.com/document/d/1z6qH12oPEC_SPptPiOINNCdvvrOF7Wb_1lNSRRBB6F8/edit) as a guide.  **Discuss** how starting to save and invest now could impact your future financial wellbeing. See Sorted [KiwiSaver Savings Calculator](https://sorted.org.nz/tools/kiwisaver-calculator/) | **Select** one of the [character role cards](https://docs.google.com/document/d/1QACpz6aKBqMV1NR-YbEIgMRqkAg8AyxGQTYQGt6GwBs/edit). Using the information provided, **predict** the person’s level of financial wellbeing in retirement/whakatā, and **justify** your reasons. Select a way of presenting your thinking.  **Create** a plan for your chosen character [link to character role cards] for the next 20 years that will have a positive impact to on their future wellbeing.  [link to KiwiSaver interactive]  **Debate** whether children have a financial obligation to support their parents once their parents retire.  Read and **analyse** this article on [economic hardship effects among older people](http://www.psychology.org.nz/wp-content/uploads/NZJP-Vol392-2010-6-Stephens.pdf). (You could just read intro paragraph and final paragraph for an easier read.)  **Develop** an action you could take to promote healthy, wealthy, and wise communities in your own community. See this Healthy Communities  [infographic](https://news.aetna.com/2017/10/cultivating-healthy-communities/) for ideas.  **Create** a guide to being healthy, wealthy and wise in old age based on information you have gathered from your interview of an elderly person and other resources, for example:   * [Age Concern NZ](https://www.ageconcern.org.nz/) * [Sorted.org.nz](https://sorted.org.nz/) * [Statistics NZ](https://www.stats.govt.nz/infographics/) * [Investment powerpoint](https://assets.sortedinschools.org.nz/public/Student-Activities/Powerpoint/Investing.pptx) * [Investment infographic](https://assets.sortedinschools.org.nz/public/Package-2/Infographics/Investment-Infographic-FINAL-DELIVERY.pdf)   **Predict** challenges that your generation will face if superannuation (NZ Super) is no longer available by the time you are 65. For information, see the [Human Rights Commission measures of wellbeing in older people](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/) or this more in-depth article on [economic hardship](http://www.psychology.org.nz/wp-content/uploads/NZJP-Vol392-2010-6-Stephens.pdf).  **Predict** what you will need to plan ahead for the lifestyle you want in retirement/whakatā. Use the [Sorted Retirement Planner](https://sorted.org.nz/tools/retirement-planner) to inform your ideas.  **Design** a way to support elderly people in your community, for example:   * Network * Voluntary initiative * Participation incentive * Multi-generational activity/club   **Promote** your design in a creative way.  **Create** a game or activity that supports the financial wellbeing of older people in your community. For ideas, see:   * [Wellbeing bingo](https://www.mentalhealth.org.nz/assets/5-ways-toolkit/FWW-wellbeing-bingo-team-game.pdf) * [Mental Health Foundation goal-setting template](https://www.mentalhealth.org.nz/assets/5-ways-toolkit/FWW-goal-setting-templates.pdf)   **Create** promotional material for your chosen [Future Brief 2045](https://docs.google.com/document/d/1CSFotMlcaD-KAY5ePRFHe4yNP6T-lVfCmw1KfB9HBDQ/edit#heading=h.gjdgxs) housing option based on your analysis of the benefits and impacts. For ideas, see [Toa Architects Māori modular housing](https://toa.net.nz/work/mmh/)**.** |