## **Exploring Financial Identity through Social Sciences**

Achievement and learning objectives

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Description automatically generatedThis resource explores the links between identity, culture and heritage and the impact these have on the students’ own roles as members of economic communities. Students are encouraged to interview individuals, iwi, hapū, whānau, and community groups to identify values and perspectives, consider responses and decisions, and explore what financial identity means within their own communities. By doing so, students build their conceptual understandings while developing their info-literacy and information inquiry skills.

This is an integrated, cross-curricular resource, supporting the theme **identity** and can be used in multiple ways. Related resources are available for English, maths and technology (digital technologies).

**Social science concepts**

* equity
* community
* identity
* place
* wealth

**Conceptual understandings**

Students will investigate the relationships between:

* identity, culture, and wealth
* tūrangawaewae (a place of standing) and wealth



References:

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

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| **Social Sciences achievement objectives**  **Level 4**  Students will gain knowledge, skills, and experience to:   * understand how formal and informal groups make decisions that impact on communities.   **Level 5**  Students will gain knowledge, skills, and experience to:   * understand how economic decisions impact on people, communities, and nations. |

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