**Student weekly learning schedule**

Cut and paste your planned learning experiences from the teaching and learning plan. Negotiate with your teacher to fit in with your timetable. You need to be aware of the suggested time frames and work this out with your teacher.

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| NEED IT / KNOW IT | LINK IT / THINK IT | EXTEND IT / DEFEND IT |
| Activate prior knowledge. This is the starting point for new learning about **financial sustainability**.  Learning experiences might include: | Link your ideas and make connections to build new knowledge and understandings about **financial sustainability**. Learn about the perspectives and insights of others. Learning experiences might include: | Extend your learning by applying it to new contexts. Find evidence, validate sources, and summarise  your thinking. Present your findings to clarify **financial sustainability**.  Learning experiences might include: |
| When selecting a multistructural learning experience a **suggested time** to complete would be approximately 15-20 minutes:  + reading time if an article is included  + viewing time if video is included | When selecting a relational learning experience a **suggested**  **time** to complete would be approximately 20-30 minutes:  + reading time if an article is included  + viewing time if video is included | When selecting an extended abstract learning experience a **suggested time** to complete would be approximately 45-90 minutes:  + reading time if an article is included  + viewing time if video is included  + home learning depending on the complexity of the task and outcome  you have chosen. |
| WEEK 1 | WEEK 1 | WEEK 1 |
| WEEK 2 | WEEK 2 | WEEK 2 |
| WEEK 3 | WEEK 3 | WEEK 3 |
| WEEK 4 | WEEK 4 | WEEK 4 |
| WEEK 5 | WEEK 5 | WEEK 5 |
| WEEK 6 | WEEK 6 | WEEK 6 |
| WEEK 7 | WEEK 7 | WEEK 7 |
| WEEK 8 | WEEK 8 | WEEK 8 |
| WEEK 9 | WEEK 9 | WEEK 9 |
| WEEK 10 | WEEK 10 | WEEK 10 |

**Example of an independent year 9-10 student learning schedule: Financial Sustainability**

The example for weeks 1, 2 and 3 has come from the Financial Sustainability **Health resource** from the section Healthy, wealthy and wise. The suggested activity for week 4 is the **Future Brief**.

Select a learning experience that interests you from each section going across (Need it/know it, link it/ think it and extend it/ defend it). The learning experiences are linked across so you can follow an idea through.

It is suggested that you only plan 4 weeks in advance so that you can see how you are progressing. With weekly feedback from your teacher you can adjust your schedule as an ongoing reflection of your learning.

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| NEED IT / KNOW IT | LINK IT / THINK IT | EXTEND IT / DEFEND IT |
| Activate prior knowledge. 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**. |
| When selecting a multistructural learning experience a **suggested time** to complete would be approximately **15-20 minutes:**  + reading time if an article is included  + viewing time if video is included | When selecting a relational learning experience a **suggested**  **time** to complete would be approximately **30-40 minutes:**  + reading time if an article is included  + viewing time if video is included | When selecting an extended abstract learning experience a **suggested time** to complete would be approximately **45-90 minutes:**  + reading time if an article is included  + viewing time if video is included  + home learning depending on the complexity of the task and outcome  you have chosen. |
| WEEK 1  **Identify** factors that contribute to the well-being of retired people. Use the **Age Concern well-being resource** to help you. Discuss the recipe of what you need to live well and **describe** the importance of each.  15-20 minutes | WEEK 1  **Explain** factors that result in elderly people needing support. How do these link to the hauora model and financial well-being? (link to Table 3). Use this information from [**The**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)[**Human Rights Commission**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)as a guide.  30 minutes + 15 reading time | WEEK 1  **Select** one of the **character role cards**. Using the information provided, **predict** the person’s level of financial well-being in retirement/ whakatā and justify your reasons.  Select a way of presenting your thinking.  45 minutes + home learning  + presentation time |
| WEEK 2  **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.  20 minutes + 15 min reading time | WEEK 2  **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 well-being  of the residents, including their financial well-being.  25 minutes 20 minutes viewing and reading time | WEEK 2  **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.  45 minutes + home learning  + presentation time |

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| WEEK 3 | WEEK 3 | WEEK 3 |
| **Describe** how health and wealth are related.  10 minutes | **Interview** a grandparent or retired person. Prepare a 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 well-being, including their financial well-being. 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** to hear  some inspiring stories. Record your interview. | **Predict** challenges that your generation will face if superannuation is no longer  available by the time you are 65. For information, see the [**Human Rights**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)[**Commission measures of well-being**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-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).  45 minutes + 20 minutes reading time + home learning + presentation time |
|  | Questions 30 minutes + Video viewing 20 minutes + Interview 20 minutes in own time |  |
| WEEK 4  **Financial sustainability: Future Brief**. Refer to the Teacher Guide for instructions.  I negotiated with the teacher and Miss/Mr X will guide us through this resource as a class. Timing 3 x 45 minutes sessions | | |

\*Add rows as required.

**Example of an independent year 9-10 student learning schedule: Financial Identity**

The example for weeks 1 and 2 has come from the Financial Identity **English, social sciences and maths resources.**

Select a learning experience that interests you from each section going across (Need it/know it, link it/ think it and extend it/ defend it). The learning experiences are linked across so you can follow an idea through.

It is suggested that you only plan 4 weeks in advance so that you can see how you are progressing. With weekly feedback from your teacher you can adjust your schedule as an ongoing reflection of your learning.

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| NEED IT / KNOW IT | LINK IT / THINK IT | EXTEND IT / DEFEND IT |
| Activate prior knowledge. This is the starting point for new learning about your **financial identity**. | Link your ideas and make connections to build new knowledge and understandings about your **financial identity.** 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 your **financial identity.** |
| When selecting a multistructural learning experience a **suggested time** to complete would be approximately **15-20 minutes:**  + reading time if an article is included  + viewing time if video is included | When selecting a relational learning experience a **suggested**  **time** to complete would be approximately **30-40 minutes:**  + reading time if an article is included  + viewing time if video is included | When selecting an extended abstract learning experience a **suggested time** to complete would be approximately **45-90 minutes:**  + reading time if an article is included  + viewing time if video is included  + home learning depending on the complexity of the task and outcome  you have chosen. |
| WEEK 1  **Define** financial identity. What are your values, attitudes, behaviours, and skills regarding money?  View the video **Culture Is a Beautiful Thing**[*.*](https://www.facebook.com/cffc.org.nz/videos/pacific-voices:-culture-is-a/994324510717771/) Discuss Tala’s responses to her memories about money and her views about family values. | WEEK 1  **Explain** the factors that might have influenced your values, attitudes, behaviours and skills regarding money.  **View** the video, **Pacific Voices: Family Is Everything** and **compare** Lisa and her mum’s views about money with your family’s views. | WEEK 1  **Create** a podcast or video of a person from a culture different to yours and interview them to explore their financial values. |
| WEEK 2  **Describe** your money personality. How do you react to sales and advertising? Do you have any strategies you use before you buy something? Are you an impulse buyer?  Take the $orted [**Money Personality**](https://sorted.org.nz/tools/money-personality-quiz) test.  **Describe** the money personalities of the people in your home. Have them take the $orted [**Money Personality**](https://sorted.org.nz/tools/money-personality-quiz) test. Did you accurately predict their money personalities? | WEEK 2  **Interview** a person from another generation. Prepare five questions about their perspectives on money. Record and transcribe your interview. | WEEK 2  Keep a **spending diary** for one month. Analyse your weekly spends. Enter your data onto [**SurveyMonkey**](https://www.surveymonkey.com). Can you see any areas for goal setting or possible savings? **Justify** your decisions and show evidence that you can undertake a plan of goal setting or saving for an agreed period. |