**Exploring** Financial Identity through English

Am I a spender or a saver?

**Are you a spender or a saver and how may you find out?**

About this resource

This resource supports learners to investigate if they are a spender or a saver.

View the Level 4 and 5 achievement objectives related to this learning experience [**here**](https://sortedinschools.org.nz/api/v1.0/download?files=313)**.**

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# SOLO taxonomy

The learning experiences in this resource are aligned to SOLO Taxonomy to ensure cohesiveness, constructive alignment and cognitive stretch for all learners. This gives you choices throughout the learning process.

|  |  |  |
| --- | --- | --- |
|  **Need it/Know it** | A picture containing text  Description automatically generated **Think It/Link it**  | A picture containing icon  Description automatically generated **Extend it/Defend it**  |
| Make connections to what you aready know. This is the starting point for new learning. | Link your ideas and make connections to build new knowledge and understandings. Learn about the perspective and insights of others. | Extend your learning by applying it to new contexts. Find evidence, validate sources, summarise your thinking and present your findings to clarify.  |

# Sorted themes

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Goals

Saving

Managing my money

 Learning experiences

|  |  |  |
| --- | --- | --- |
|  **Need it/Know it**  |  **Think it/Link it**  |  **Extend it/Defend it**  |
| **Describe** your spending habits and **identify** whether you are a spender or a saver.* Do you tend to save money/moni or spend it?
* Do you share your money/moni with anyone?
* What do you tend to spend money/moni on?
* Are you an impulse buyer or do you think carefully before spending money/moni?

Take the [**Sorted money personality quiz.**](https://sorted.org.nz/tools/money-personality-quiz)**Define** needs and wants. List examples of needs and wants for teenagers. Complete this [**supermarket shop activity**](https://sortedinschools.org.nz/students/activities/supermarket-shopper/)**.****List** ten recent purchases. Categorise these as needs or wants and explain why you assigned them to each category. | Take the[Sorted money personality quiz.](https://sorted.org.nz/tools/money-personality-quiz) **Analyse** the strengths and weaknesses of your money/ moni personality.**Explain** how you might work to improve any areas of weakness.**Analyse** the money/ moni personalities of people in [your home. Have them take the **Sorted money personality quiz.** Did you accurately predict](https://sorted.org.nz/tools/money-personality-quiz) their money/moni personalities?**Compare and contrast** needs and wants in the[**supermarket shop activity**](https://sortedinschools.org.nz/students/activities/supermarket-shopper/)**.****Interview** a person over 65 asking them five questions about their views on money/moni. Ask them to identify needs and wants from when they were a teenager. Record your interview.**Compare** the needs and wants of a teenager with those of someone who is retired. | Keep a [spending diary](https://sortedinschools.org.nz/api/v1.0/download?filename=spending-diary&files=46) for one month. **Analyse** the amount you spend each week. Use [**SurveyMonkey**](https://www.surveymonkey.com/) to combine your class data and identify opportunities for goal setting/ whāinga paetae or saving/ te whakaputu.**View** the interactive video: [**Smart Choices**](https://sortedinschools.org.nz/resources/interactive-video/)Imagine that a Y-Fone has just been released with eye retina recognition, photo and video self-editing features, and holographic printing capability. It’s advertised as a “must-have” for every teenager.**Justify** whether a teenager should purchase this product.**Create** a resource about the needs and wants of teenagers.**Evaluate** whether people should be financially responsible for all of their needs by the time they finish school. |



**Tip: Pick different learning experiences from each column to build a framework of lessons that differentiates your classroom**