**A black and white logo

Description automatically generated with low confidenceExploring** Financial Identity through English

Understanding Financial Identity

**Financial identity is the values, knowledge, skills, and behaviours that shape how people build financially healthy lives.**

About this resource

This resource supports learners to investigate their financial identity.

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

# A person working on a computer Description automatically generated with medium confidence

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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.

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| **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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Managing my money

Goals

Debt



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Description automatically generated

Saving

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Description automatically generated with low confidence Learning experiences

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| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
| **Identify** the values, attitudes, behaviours and skills that shape your money/moni choices.  **Describe** your first memory of money/moni.What was your first purchase with your own money/moni? **Describe** how you earned the money/moni to buy it.  **Watch** [**Culture Is a Beautiful Thing.**](https://www.facebook.com/cffc.org.nz/videos/pacific-voices:-culture-is-a/994324510717771/) **Discuss** ways that culture shapes Tala’s money/moni choices.  **Read** [**Mō tātou, ā, mō kā uri ā muri ake nei ... For us and our children after us**,](https://www.cffc.org.nz/news-and-media/news/mo-tatou-a-mo-ka-uri-a-muri-ake-nei-for-us-and-our-children-after-us-2/) a personal perspective on how money/moni choices can impact on the future well-being of a family.  **Read** [**Why my generation struggles with this loving Samoan tradition**](https://www.stuff.co.nz/life-style/90454636/why-my-generation-struggles-with-this-loving-samoan-tradition). **Define** “fa’alavelave”*.* **List** different points of view on fa'alavelave.  **Discuss** the meaning of this whakataukī and how it relates to financial wellbeing:  Nāu te rourou, nāku te rourou, ka ora ai te iwi.  *With your basket and my basket the people will live.* | **Explain** what it means to live a wealthy life. Use [**Tinkercad**](https://www.tinkercad.com/search/?q=baskets) to createa digital kete. Add taonga that represent your interpretation of wealth. Include related words, pictures, headlines, or photos.  **Explain** factors that have shaped your values, attitudes, behaviours, and skills regarding money/moni.  **Interview** a person from a different cultural background about their values and beliefs related to money/moni. Prepare questions beforehand and record the interview.  **Reflect** on factors that have shaped your own attitudes to money/moni and include these in the recording.  **Investigate** and **explain** how values of te ao Māori contribute to financial wellbeing.  **Compare** financial well-being as an individual with financial well-being shared by a group.  **Explain** the meaning of this whakataukī and how it relates to well-being:  Ehara taku toa i te toa takitahi, he toa takitini.  *Success is not the work of one, it is the work of many.*  Research and **explain** the concept of either tithing or giving to charity. | 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** |

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Description automatically generated with low confidence Learning experiences *continued*

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

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| **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** |
|  | **Investigate** the practice of sending money/moni to families overseas and explain the value of this for communities here and overseas.    **Read** [**Why my generation struggles with this loving Samoan tradition**](https://www.stuff.co.nz/life-style/90454636/why-my-generation-struggles-with-this-loving-samoan-tradition)**.** **Create** a Plus Minus Interesting (PMI) table that shows different points of views on fa'alavelave. |  |

A picture containing pool ball, vector graphics, table

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