**Exploring** Financial Sustainability through Health

What makes a healthy community?

**Explore the relationship between financial wellbeing and a healthy home and community.**

About this resource

This resource supports learners to explore the relationship between a healthy home and community.

View the Level 4 and 5 achievement objectives related to this learning experience [here.](https://sortedinschools.org.nz/api/v1.0/download?files=3696)

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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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KiwiSaver

Retirement

Insurance

Investing

 Learning experiences

**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**  |  **Think it/Link it**  |  **Extend it/Defend it**  |
| **Define** the concept of home. Alternatively, designa mood board (collection of images) that captures your ideas.**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](https://genless.govt.nz/for-everyone/at-home/insulate-your-home/ceiling-insulation/?gclid=CjwKCAjwzt6LBhBeEiwAbPGOgZdCzFDBp_1gy91BZnep5HKDzzQ8dYy8V07Kh7FqJF-Um6pXtcONzRoCUioQAvD_BwE). **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). | **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.dignitynz.com/period-poverty). **Analyse** ways that this issue might impact on a person’s level of short- and long-term success and wellbeing. **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://citycurrent.com/blogdetails/597/Memphis-Suit-Project-is-Helping-Men-Get-Job-Ready)

**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/). |

