**Exploring** Financial Identity through Social Sciences

Financial identity in my community

**This resource helps learners identify the financial wellbeing of their communities**

About this resource

This resource supports learners to understand what impacts on financial wellbeing.

View the Level 4 and 5 achievement objectives related to this learning experience [here.](https://sortedinschools.org.nz/api/v1.0/download?files=310)

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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



Saving

 Learning experiences

|  |  |  |
| --- | --- | --- |
|  **Need it/Know it**  |  **Think it/Link it**  |  **Extend it/Defend it**  |
| Use a community profiler such as [Infometrics](http://www.infometrics.co.nz/product/community-profile/) to **identify** the financial well-being of your community.**Describe** any organisations or businesses that play an important role in providing incomes in your area. | Use a community profiler such as [Infometrics](http://www.infometrics.co.nz/product/community-profile/)to **analyse** patterns in your community. For example, how many people are retired? How many people own their own homes or are renting? What is the average income of the community?**Discuss** ways that economic assets in your local area affect the financial identity of your community.**Interview** people in your community about what shapes their money/moni choices, for example, spending and saving/te whakaputu, budgeting/tahua, setting financial goals/whāinga paetae and managing debt/nama. **Interview** someone from an organisation about how they manage their money/moni, with a focus on setting goals/whāinga paetae, saving/te whakaputu, and managing debt/nama. Record the interview as a podcast.**Interview** a business owner/operator in your community about how they meet short-, medium- and long-term goals/whāinga paetae.**Compare** the financial decisions made by a small business with those made by a larger business. **Explain** any similarities and differences. | **Debate** whether it is better to be a wealthy individual or to be part of a wealthy community.**Complete** the [**future briefs**](http://sortedinschools.org.nz/sorted-resources/future-briefs/) activity with a group. **Create** a visual map of similar changes taking place in your own community. **Explore** ways that cultural or community values might be kept or changed. **Predict** the positive and negative outcomes of the changes outlined in the future brief taking place within your own community.**Create** a map of important economic resources in your area. Include a static image that relates to your research. View [**this slide presentation**](https://www.slideshare.net/Kazmania/static-image) for an overview of the features used in static images.**Evaluate** the impact that a person, group, or business has on the financial well-being of your community. **Create** a [**visual biography**](https://www.google.co.nz/search?q=visual+biography&safe=active&rlz=1C1CAFA_enNZ729NZ730&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiOz9XEzI_dAhWDE4gKHWZqAN8Q_AUICigB&biw=1900&bih=878) of the person, group, or business that summarises your ideas. |



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