**A black and white logo

Description automatically generated with low confidenceExploring** Financial Identity through Social Sciences

Groups and organisations

**This resource supports learners to explore the different groups and organisations in their communities.**

About this resource

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

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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=310)

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

A picture containing text, monitor, screen, screenshot

Description automatically generated



# 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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Managing my money

Debt



A picture containing logo

Description automatically generated

Saving

A black and white logo

Description automatically generated with low confidence Learning experiences

|  |  |  |
| --- | --- | --- |
| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
| **Identify** a range of groups and organisations in your area or region, for example, hapū, iwi, schools, places of worship, sports groups, art groups, political organisations, farming groups. Give a brief **description** of what they do.  **Find examples** of people or groups in your community (hapū, iwi, organisations, businesses) that are involved with how people spend, save, and borrow money/moni.  **Describe** the benefits of getting advice on financial matters.  **Describe** how [mobile truck shops](https://www.consumer.org.nz/articles/truck-shops) work. **List** the advantages and disadvantages of buying something from a mobile truck.  **Describe** debt/nama. View the [Debt infographic](http://sortedinschools.org.nz/api/v1.0/download?filename=debt-infographic&files=259) and the PowerPoint resource on [debt](http://sortedinschools.co.nz/api/v1.0/download?filename=debt-powerpoint&files=57). **List** ideas that are new to you about debt.  **Describe** circumstances that might lead to a teenager getting into debt/nama. | **Compare** the ways the groups/organisations in your community manage their finances with the ways your whānau manages their finances. **Explain** anysimilarities and differences.  The National Financial Strategy for Financial Literacy states that 37% of people get financial advice from family, relatives, or friends. **Explain** why some people choose to get financial advice from people they know rather than from financial experts.  **Explain** the factors that might lead to someone borrowing money/moni from a loan shark.  **Read** [this article](http://pacific.scoop.co.nz/2010/10/%E2%80%98loan-shark%E2%80%99-money-lenders-cash-in-on-pacific-communities/) about loan sharks.  **Describe** how money/moni lenders make money/moni and **explain** the term “loan sharks”.  **Discuss** what motivates mobile truck shop traders. Discuss possible **causes and effects** for the communities mobile trucks shop traders target.    **Compare** good debt/nama and bad debt/nama, giving examples. **Discuss** types of good debt/nama and bad debt/nama for organisations and small businesses. | **Generalise** the financial role organisations and groups play in your community. **Make** a presentation that summarises the impact these organisations and groups have on your community.  **Create** a guide for teenagers in your community showing places they can get financial help, either in person or online. **Evaluate** how well the services can meet the needs of young people preparing to leave school.  **Summarise** the impact (positive and negative) of mobile truck shops.  **Create** a digital poster about using debt to your advantage if you are a group, organisation or small business. |

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