**A black and white logo

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

Government assisted housing initiatives

**Learn how the government can assist in housing more families in your community**

About this resource

This resource supports learners to investigate their financial identity.

A picture containing background pattern

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=314)**.**

# 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

# Icon Description automatically generatedIcon Description automatically generated

KiwiSaver

Retirement



A picture containing logo

Description automatically generated

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** |
| **Explore** this [**history of state housing timeline**](https://www.hnzc.co.nz/about-us/history-of-state-housing/)**.**  **Discuss** when and why social housing was introduced in New Zealand.  **Define** what a [**state house/whare**](https://www.nzgeo.com/stories/state-housing/) is.  **Describe** social housing in New Zealand after you have read the [**Housing and support services**](https://www.msd.govt.nz/about-msd-and-our-work/work-programmes/social-housing/index.html) on this site.  **Describe** the government Kiwibuild initiative.You can **read** about it on this [**webpage about KiwiBuild**](https://www.thefirsthomebuyersclub.co.nz/finding-a-house/kiwibuild/)**.**  **Read** this  [**Sorted KiwiSaver first home resource**](https://sorted.org.nz/must-reads/homestart-advantage/), this  [**guide to buying your first home**](https://sorted.org.nz/guides/home-buying/buying-a-first-home/)and the  [**KiwiSaver PowerPoint**](https://sortedinschools.org.nz/api/v1.0/download?filename=kiwisaver-powerpoint&files=276)**.** **Discuss** ways that the government supports people to buy their first home.  **Read** this [**Financial help for first home buyers.**](https://www.govt.nz/browse/housing-and-property/buying-or-selling-a-home/buying-your-first-home/) **List** sources of support for first home buyers. | Make a **timeline** for the development of social housing in New Zealand.  **Explain** the history and purpose of a [**state house/whare**](https://nzhistory.govt.nz/culture/state-housing-in-nz)**.**  **Explain** how [**Kiwibuild**](https://www.kiwibuild.govt.nz/steps-to-home-ownership/) works.  **Explain** why owning a home is important to New Zealanders.  **Listen** to this [**interview of Jacinda Ardern talking about Kiwibuild**](https://www.tvnz.co.nz/one-news/new-zealand/kiwibuild-and-state-housing-not-mutually-exclusive-says-pm?variant=tb_v_2)**.**  **Compare and contrast** Kiwibuild and state housing.  **Analyse** the [**advantages and disadvantages**](https://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=12174796) of Kiwibuild.  **Explain** ways that joining KiwiSaver can help people to buy a home.  **Explain** the relationship between income and wellbeing for individuals, whānau and other groups.  **Analyse** other ways apart from KiwiSaver that New Zealanders can become homeowners, and discuss why options appeal to you most. **Explain** why. | **Research** ways that your local community and council help families in your community. Interview families, and from their feedback **formulate some solutions** for ways to support families with housing options in the future.  **Interview** a [**retired person**](https://sortedinschools.org.nz/sorted-resources/financial-sustainability/questions-for-interview-with-a-grandparent-or-retiree/)about their housing needs, both now and in the past. **Evaluate** how their housing choices earlier in life have impacted on their current situation.  From your interviews or research find an issue facing an elderly person around housing. Be the [**‘Champion for the Elderly**](https://www.eldernet.co.nz/gazette/celebrating-champions/)**’** and present your findings. This could be to a landlord, family member, rest home, retirement village or Grey Power, for example.  Share your outcomes with your class and gather feedback from the elderly person you are supporting.  **Evaluate** whether Kiwibuild should include a range of housing options for retired people.  **Create** a resource that informs people about financial support services in your area. |

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