**A black and white logo

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

New Zealand – financial identity

**This resource is to understand how government supports to manage money in Aotearoa New Zealand.**

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** |
| What is the [**New Zealand budget**](https://www.budget.govt.nz/budget/2018/at-a-glance/index.htm)?  **List** some ways New Zealand gets income. Describe what taxes are and list what they are used for.  **List** some of the ways that the government spends taxes.  The 2018 budget/tahua was called a [**wellbeing budget**](http://www.scoop.co.nz/stories/HL1805/S00112/on-wellbeing-budgets-corporate-handouts-eudaimonia-and-stoicism.htm). **Describe** what a wellbeing budget/tahua means.    **List** ways that a country can save money/moni. | **Explain** why a country needs a budget/tahua.  **Explain** how a country can get into debt/nama and how this is managed in Aotearoa New Zealand.    **Discuss** **causes** and **effects** of a country overspending. Find a current example.  **Explain** the importance of trade agreements with other countries and the impact these have on the financial well-being of New Zealand.  **Explore** the **causes** and **effects** of the New Zealand dollar rising and falling in value.  **Explain** the importance of KiwiSaver for Aotearoa New Zealand as a nation. | **Summarise** the government’s spending priorities. If you were Prime Minister, what would your priorities be for the youth of New Zealand? **Justify** your choices and support them with evidence.  **Evaluate** how financial decisions made by parliament impact on the choices we have as citizens.  **Evaluate** how financial decisions made by parliament impact on the choices made by groups, organisations or businesses.  **Create** a slide presentation for someone immigrating to New Zealand, giving them an overview of key financial aspects of our country.  **Evaluate** whether KiwiSaver should be compulsory for all New Zealanders. |

A picture containing pool ball, vector graphics, table

Description automatically generated

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