**Exploring** Financial Identity through Digital Technologies

Understanding financial identity

**This resource is to understand money personality using different financial tools.**

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=312)

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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

 Learning experiences

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|  **Need it/Know it**  |  **Think it/Link it**  |  **Extend it/Defend it**  |
| **Define** the word wealthy in as many ways as you can. Why can the concept of wealth be interpreted in different ways? How do you define wealth in your own life?**Identify** the values, attitudes, behaviours and skills that shape your money/moni choices. **Describe** your first memory of money/moni.Watch [**Culture Is a Beautiful Thing**](https://www.facebook.com/cffc.org.nz/videos/pacific-voices%3A-culture-is-a/994324510717771/). **Discuss** ways that culture shapes Tala’s money/moni choices.**Describe** your money/moni habits. Do you tend to save money/moni or spend it? Do you share your money/moni with anyone? What do you tend to spend money/moni on? Are you an impulse buyer or do you think carefully before spending money/moni?Take the [**Sorted money personality test**](https://sorted.org.nz/tools/money-personality-quiz?__hstc=8481002.ee7df64c6e954774202c66f8defce883.1626228204181.1638412658801.1638480695039.111&__hssc=8481002.2.1638480695039&__hsfp=609014621). **List** five examples of ways your money/moni choices relate to your personality.**Define** needs and wants.**Complete** this [**supermarket shop activity**](https://assets.sortedinschools.org.nz/public/Cross-curricular-supporting-resources/Needs-and-wants/bd23a054a6/SiS_Needs-and-Wants-The-Supermarket-shop.docx).List the last ten things that you bought or that were bought for you. **Categorise** them as needs or wants and explain why you assigned them to each category.**Identify** people, businesses, iwi groups, and organisations in your community that are involved with how people spend, save, and borrow money/moni. | **Compare** your definitions of wealth with those of your classmates.Take the [**Sorted money personality test**](https://sorted.org.nz/tools/money-personality-quiz?__hstc=8481002.ee7df64c6e954774202c66f8defce883.1626228204181.1638326139888.1638412658801.110&__hssc=8481002.1.1638412658801&__hsfp=609014621). **Analyse** the strengths and weaknesses of your money/moni personality. **Explain** how you might work to improve any areas of weakness.Have five friends or whānau members take the [**Sorted money/moni personality test**](https://sorted.org.nz/tools/money-personality-quiz?__hstc=8481002.ee7df64c6e954774202c66f8defce883.1626228204181.1638326139888.1638412658801.110&__hssc=8481002.1.1638412658801&__hsfp=609014621) and ask them to record five ways they have demonstrated their money/moni personality in the last month.**Compare** the needs and wants of a teenager with those of an eighty-year-old person. The case studies in the [**Sorted booklet about retirement**](https://assets.sorted.org.nz/public/Uploads-v2/Sorted_Retirement-Booklet-2020.pdf?v=14&_ga=2.146480498.771319304.1627854321-1685364658.1623099901)can give you information about the needs of older people.**Compare and contrast** needs and wants  in this [**supermarket shop activity**](https://assets.sortedinschools.org.nz/public/Cross-curricular-supporting-resources/Needs-and-wants/bd23a054a6/SiS_Needs-and-Wants-The-Supermarket-shop.docx). **Explain** the purpose of the work people, businesses, iwi groups, and organisations in your community in terms of how people spend, save, and borrow money/moni. | **Create** a class definition of wealth that includes ideas about spending, saving/te whakaputu, and well-being.Keep a [**spending diary**](https://assets.sortedinschools.org.nz/public/Cross-curricular-supporting-resources/91d39cbba4/SiS_My-Spending-Diary.docx)(or use the [**Smith family planner**](https://assets.sortedinschools.org.nz/public/Cross-curricular-supporting-resources/9ef39ce5c5/SiS_-Smith-family-budget.docx)) for one month. Analyse your weekly spending or the spending of someone in your household. Enter your class data into [**Survey Monkey**](https://www.surveymonkey.com/) to see whether there are any patterns.**Identify** opportunities for goal setting/whāinga paetae or saving/te whakaputu and make a commitment to one of these. **Justify** your choice and gather **evidence** to show the progress you have made after a set amount of time.Share your [**spending diary**](https://assets.sortedinschools.org.nz/public/Cross-curricular-supporting-resources/91d39cbba4/SiS_My-Spending-Diary.docx) findings with one other person and see whether you can encourage them to make changes to their own money/moni behaviours. Record their progress and **reflect** on other advice you could have given them.Research and debate one of these statements:* Knowing what influences your money/moni choices can help you to make better choices.
* Having a different money/moni personality to your partner can make a relationship challenging.
* Knowing about your money/moni personality is only useful if you are wealthy.

**Investigate** resources that young people can use to learn about debt and how to make good money/moni choices. With guidance from the English section of this resource, create an advertisement for a local budgeting/tahua service or financial advisor. |



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