

Student planner: Financial identity

Pacific edition

Te whai hua - kia ora!
sorted
in Schools



What is financial identity?

Your financial identity includes your beliefs, knowledge and behaviour about money. It also involves the things you learn from your family and community, and the choices you make about saving and spending. Identity gives you a sense of belonging and is different for everyone. Each Pacific home island has traditions, stories, and cultural practices that are unique to you. Within that, your family has its own individual way of honouring its past.

Before you start – overview of learning progressions

Need it/Know it

Activate your prior knowledge. What do you know already and what do you need to know? This is the starting point for new learning about your **financial identity**.

Select the learning tasks from the first column that will build on what you already know.

Think it/Link it

Link your ideas and make connections to build new knowledge and understandings about your **financial identity**. Learn about the perspectives and insights of others and make new connections for yourself.

Select the learning tasks from the second column that will challenge your thinking.

Extend it/Defend it

Extend your learning by applying it to new contexts. Find evidence, validate sources, summarise your thinking and present your findings to clarify.

Select a learning task from the third column that will show evidence of financial identity.



Myself, my family, my community and money



Some of your family elders did not use, or even see, money until they migrated to Aotearoa. They traded and bartered for what they needed. Gifting and receiving were their currency. They offered produce from the land, fish from the sea and their skills in exchange for what they needed.

Money was not recognised as a currency in many Pacific nations, however, cultural values shaped the everyday collective financial practices of many Pacific people.

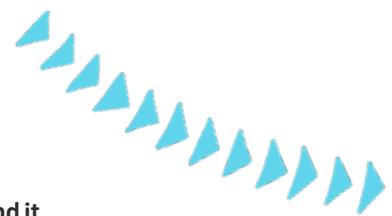
Today the stories of your elders have shaped your views on money. The daily external factors that affect how you respond to and use money, such as advertising and social media, are intertwined with your values and beliefs. Are you a saver or a spender? What is your financial identity shaped by?

At the conclusion of this topic, I will be able to:

- Describe external influences that can affect people.
- Compare individuals spending choices and priorities at different stages of life in relation to age and circumstance.
- Compare and contrast different ways of paying and receiving payment for goods and services, e.g. credit cards, debit cards.



Week 1: Myself, my family, my community and money



Need it/Know it

Task 1:

Define what financial identity means to you. What are your values, attitudes, behaviours and skills regarding money?

Complete this interactive tool **What shapes my financial identity?**



Task 2:

Create a financial identity statement about yourself.

Is it important to understand where you come from to understand your attitudes, behaviours and skills regarding money? Why?

Task 3:

Discuss these statements with your group:

- I have a duty to care for and serve others.
- I am responsible for meeting the needs of my community as well as the needs of myself and my immediate family.
- In my culture there are obligations and expectations about how money is used.

Think it/Link it

Task 1:

In groups, share your financial identity statement and explain what factors influenced you the most when you wrote your statement?

Examples of factors include the people in your life, places, values and beliefs, culture and community.

Task 2:

Compare your factors, the people and ideas that have influenced how you make decisions about money, with others in the group.

As a group, rank these factors in order of importance. Be aware of the perspectives of others.

Tapa cloth design				
Put words, in order of importance to you, regarding money. The first being the most important.				
People/family/place/traditions/church/community				
	Student 1	Student 2	Student 3	Student 4
1				
2				
3				
4				
5				
6				

Extend it/Defend it

Task 1:

Create an image of yourself and the factors that influence your views about money. The viewer should be able to identify the things that have shaped your financial identity. You can use any medium to create your image.

Task 2:

Give your representation a title to reflect your financial identity. You can use any medium to create this.

Community Beliefs Traditions
 Whānau Home island Giving and honouring
 Spiritual Ceremony
 Values Cultural practices



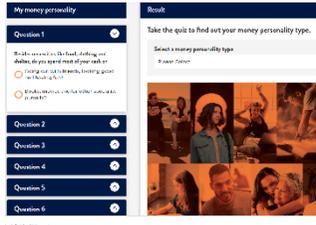
Week 2: Myself, my family, my community and money

Need it/Know it

Task 1:

What is your money personality – are you a spender or a saver?

Maybe you have never thought about yourself in this way?



Complete the **Sorted Money Personality Test**.

Share your thoughts about your results with a peer. Discuss what you think your money personality means and if you agree or disagree with it?

Needs and wants

Task 2:

Read **Understanding needs and wants**.

Discuss your last three purchases – were these needs or wants?

Task 3:

Complete this group activity, **Needs and Wants – Shopping Decisions**.



Think it/Link it

Family and cultural traditions can blur the line between needs and wants because our money choices reflect and impact on our relationships with others.

This is especially true when it comes to Pacific cultural activities, identities, values, and beliefs. For example, fa'alavelave is the Samoan tradition of gifting money for occasions such as weddings, funerals, and significant birthdays.

Task 1:

Explain your experiences with money and how cultural values and events influence your family's decisions around money and how they spend it.

Task 2:

Cultural practice – Haircutting ceremony	
Compare the haircutting ceremony with a ceremony or a cultural practice that you have attended with your family	
Similarities	Differences

Extend it/Defend it

Impulse buying can be a trap for young people.

In a group, discuss a time when you made an impulse buy and later regretted it.

Task 1:

Complete **My Spending Diary** or list the last 10 purchases made by members of your group. Using emoji icons, discuss how you felt immediately after the purchase, one week after the purchase and one month after the purchase.

Task 2:

Compare your spending choices with others in your group.

My Spending Diary

Keep your spending diary over a one-week period or keep it for someone in your household

Regretted buying the item

Slightly annoyed

OK Neutral

Still feeling upbeat

Ecstatic Absolutely no buyer's regret!

Date	Item	Need/Want	Wk1	Wk2	Wk1	Wk2	Wk1	Wk2	Wk1	Wk2

*Indicate if you regretted buying the item?



How is money involved in the haircutting ceremonies and what does the money symbolise?	

Sometimes cultural events are about receiving money. Watch this video about the **Niue Haircutting Ceremony**. Compare similarities and differences between the haircutting ceremony and an event that you and your family have attended.

As a group, create a group statement about impulse buying that can be shared with younger students on social media. Include the statement and three strategies to avoid the pitfall of impulse buying.

Task 3:
View the Starter Pack student module, **Spending your Money**.



When you buy things, what are the ways you can pay for goods and services?

Impulse buying can mean debt!

- Talk the talk – is this a need or a want?
- Walk away and go back tomorrow

Check out online shops to see if it is cheaper anywhere else.



Reflection: What have I learned in this topic?

- ✓ I can describe how my culture influences my choices around money.
- ✓ I can explain if I am a spender or a saver and what influences my choices.
- ✓ I can compare needs and wants, and give examples of each.
- ✓ I can explain how a spending diary might help you with choices around money.
- ✓ I can describe how I buy goods and how I pay for them.

Managing my money



E le tupu tupe i luga o laau-samoa

Money does not grow on trees

This proverb encourages us to use resources (money) wisely as there is not an abundance. When your elders migrated to Aotearoa they worked hard and saved so that they could support others from their home island who were in need. They managed their money wisely to bring more family members to Aotearoa for a better life and opportunities, to send money overseas (remittances), and also often to gift money to newly established local churches.

Giving money to honour relationships with their family and their communities was core to their beliefs and values. Today honouring through giving is still important to Pacific families. Values and beliefs around managing my money (budgeting) are different in every household. Who is responsible for managing money in your home?

At the completion of this topic, I will be able to:

- Create a budget for a specific activity and time frame.
- Create a family budget prioritizing needs and wants.
- Identify regular financial commitments that individuals/whānau have to make.
- Investigate the way people get paid including wages, salaries and deductions.

Week 3: Managing my money



Need it/Know it

Managing my money is another way of saying budgeting. View the **Managing my money PowerPoint**.



Select three main points to discuss with a partner.



Think it/Link it

When you start work it is important to understand your payslip when it comes to managing your money.

Sorted in Schools Starter Pack – When you're working



Sorted in Schools video resource – Payslip



List the three main reasons why it is so important to know about your payslip.



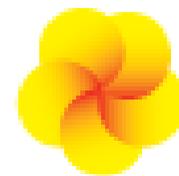
Extend it/Defend it

Complete student activity 2: Sorted in Schools **Party Planner** interactive.



What was the last family ceremony you attended?

Make decisions as a group on what is a need or a want. It may be tricky, so you will have to negotiate what is important to stay on budget.



Week 4: Managing my money

Need it/Know it

Task 1:

Discuss with a classmate whether you have ever set yourself a budget. If so, how did it go? What challenges did you face in sticking to it? Did you adjust it? Why or why not?

Task 2:

View the infographic **How to create a budget**.



Task 3:

As a group, look at the **Sorted booklet on Budgeting**.

Think it/Link it

Managing your money means many different things. Make sure you don't spend money you don't have, especially if you can't afford to pay it back.

As a group, look at the **Tai Manu's money plan** and discuss the income and outgoings for this family.



Some expenses are fixed, like the rates, mortgage payments, and phone plans.

Other expenses that show in the fortnightly plan are perhaps wants rather than needs, and savings could be made.

What we know is that they are spending more money than they are earning.

Tai Manu's money plan shows that each fortnight they spend:

- \$600 on groceries and toiletries
- \$380 on eating out
- \$200 on beverages

This is approximately \$1180 fortnightly on food, beverages, and toiletries.

As a group, can you see any areas where the Tai Manu family could reduce their outgoings? Decide on three areas and make suggestions on how they might do things differently so they can reduce their outgoings.

Extend it/Defend it

As a group complete Student activity 3: Choose a custom budget on the interactive tool **Supermarket Shopper**.



Make decisions as a group on what is a need or a want. It will be quite tricky so you will have to negotiate to stay on budget.

Plan how much money you can save the **Tai Manu family** of two adults, three children and one cat. The best spending plan to save the Tai Manu family money wins the



class money managers competition.

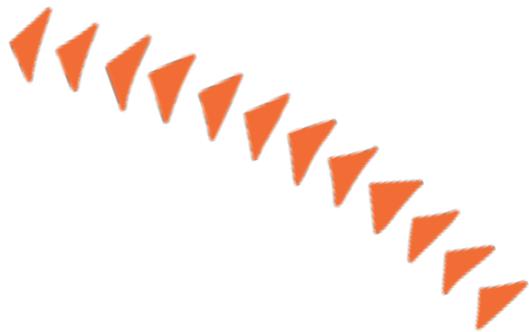
or
Complete the student activity **Planning your financial future**.

How to Create a Budget Spreadsheet shows the steps you need to take to create a budget. Set up a spreadsheet that you can use to show your income and expenses. You may like to do this with a classmate and then share it with the class.

Week 4: Managing my money

Reflection: What have I learned in this topic?

- ✓ I can explain the term 'living within your means'.
- ✓ I can describe key aspects of a payslip.
- ✓ I can explain why every family has a different way of managing money.
- ✓ I can describe the role each family member in my household plays in budgeting.
- ✓ I can give examples of regular financial commitments an individual or family may have.



Saving



At the completion of this topic, I will be able to:

- Compare differences in savings choices and outcomes of individuals / whānau / families.
- Investigate the roles of banks.
- Calculate simple interest.
- Explain and calculate compound interest.

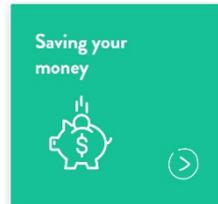


Week 5: Saving

Need it/Know it

Task 1:

View the starter pack for student module **Saving your money**.



Task 2:

Discuss three key messages from the module **Saving your money**.

Think it/Link it

Task 1:

Discuss the importance of saving.

- Are you a saver?
- Who encourages you to save?
- What have your family taught you about saving money?

Task 2:

Class competition

How many ways can you find to save money?

Some examples could be buying second-hand or waiting for sales. Alternatively, do you have any budgeting tips to make food go further? Search online for 'savings tips'. You have ten minutes to complete your list. When the time is up, everyone counts the number of tips they have. The winning group will share their list.

Rank your top three tips and share with the class.



Extend it/Defend it

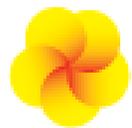
Read the resource **Supporting savers**.



Justify the scheme that would incentivise you the most as a young person starting in the workforce.

or

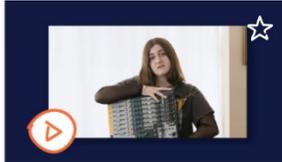
Create a game that might encourage younger students to save.



Week 6: Saving

Need it/Know it

Watch the **Investing Options video**.



In pairs or groups, define what an emergency fund is.

List reasons why your family might need an emergency plan at different stages of life?

Are you a regular saver? Explain how you save.

List ways you can earn some extra income while you are at school so you can start saving before you are in your twenties and jumpstart your savings.

Think it/Link it

View the **Savings PowerPoint** with your group.



Putting aside a bit each week to pay yourself takes discipline but it is a good savings habit to have.

Explore external factors that distract you from savings. For example, are you swayed by advertising, peer pressure, and social media? Give examples of times that this happened.

Explore strategies to avoid these issues and explain why they would work for you.

Extend it/Defend it



View this **infographic on Saving**.

Use the **Savings calculator tool** to work out a savings plan. Select different interest rates and see how it can boost your savings.

Compound interest

Einstein called compound interest the eighth wonder of the world.

It is one secret that you need to know about as a young saver. It will make all the difference. Did you know that if you saved \$10,000 your money will double every 12 years without adding any extra? See **Lolita's saving plan** with compound interest.

Compound interest

Lolita managed to save \$10,000 between the ages of 15 years and 25 years.

She started a part time job at secondary school which she kept through her tertiary study.

She didn't save anything throughout tperiod. When she started work at 21 years she was able to start saving seriously.

Age	Deposited	Total
15 - 18 years	\$2,000.00	\$2,000.00
18 - 21 years	\$0.00	\$2,000.00
21 - 25 years	\$8,000.00	\$10,000.00

Reflection: What have I learned in this topic?

- ✓ I can explain why it is important to have an emergency fund.
- ✓ I can describe different ways to get value for money.
- ✓ I can describe other ways of saving besides from putting money in the bank.
- ✓ I can explain what compound interest is and why it is so important to understand it.

Goals



*Aloalo you vaka.
alo tonu ki mua
Sa kilo ki peau i
ou tafa*

Paddle your vaka (canoe) looking straight ahead and pay no attention to the waves around you
Remain focused on your goals and dreams without worrying about the many distractions life throws at you.

[Mana of the Pacific]

It is important to learn how to set goals so you don't overspend, and you can live within your means.

A budget is like a spending plan, and it gives you clear and manageable steps to save money. Goals can be changed at any time and that's okay. It is a bit like taking your car on a journey and on your way, you decide to take another route – this route may take a bit longer but in the end, you still arrive at your destination. Goal setting is an important way to manage your money.

When your family elders made their journey to Aotearoa, they also set goals and started saving when they received their first payslips. Some would send money back to their home island to support others. Some saved money to bring other family to Aotearoa. Elders expected their children and grandchildren to value the opportunities they gave them – whether it was a better education or work opportunities. They also expected their families to honour their culture in a changing world. The identities of many elders were founded on family, so their goals centred around family.

You are never too young to set financial goals. Have you got any financial goals that you have set yourself? How does your culture and family influence your goals and priorities?

At the completion of this topic, I will be able to:

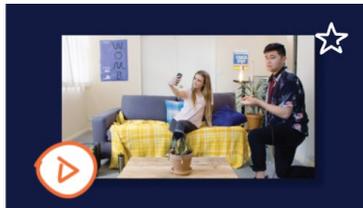
- Investigate how financial planning can help to attain life goals.

Week 7: Goals

Need it/Know it

Task 1:

Watch the **Goal Getters video**.



Even though Saffy is not as successful as she thinks, why is it important that she is setting goals to aim for?

List your goals in life.

There are three types of financial goals. These are short, medium, and long term.

Short, medium and long term goals



A short-term goal...	A medium-term goal...	A long-term goal...
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Think it/Link it

View Mata's SMART goals

and discuss.

Mata's SMART goals

Specific	Mata wants to travel to Polynit to complete. The school is paying for her registration. She just needs to raise her return fare of \$305.00. She has estimated that she need \$100 for daily expenses over the two days. Her team is being billeted so she has no accommodation costs.
Measurable	Mata needs to save \$405.00 over a six month period. Her school has already purchased her airfare which gives her time to save. She needs to pay them back \$205 in four months and then she has two months to save another \$200.00.
Achievable	Mata needs to save \$16.97 per week for the next six months. She already has a part-time job at the supermarket every Saturday. She will ask for an extra couple of hours per week.
Realistic	Even if Mata can't earn every week, it will balance out. Her whānau/āiga always sends her some birthday money. It is her birthday the month before she goes. She also has a small emergency fund that she could break but she doesn't want to do that.
Time-bound	Mata has 16 weeks to save for the airfare and another 8 weeks to save for her spending money.

Either complete the **activity on Goal Setting for Sam**.

Using **Sorted's savings calculator**, Sam works out that he will have \$2,298 in six months, and after two years (and after paying for his trip) he will have \$7,192 - enough to buy the car he wants.

Task

Describe how Sam's goal is a SMART goal by filling in the table. It's okay to repeat information you have used in another row. Once you have completed the table, get feedback from your teacher on how you've done because you'll be doing a similar task in your assessment.



or

Extend it/Defend it

Task 1:

View either the Goals infographic, or the **Goals Powerpoint**.



Explain:

- Why it is important to reduce debt.
- Why it is important to write your goals down.
- Why it is important to reward yourself when you have achieved your goal.

View the **Goals infographic**.



is a goal that you want to achieve in 1–3 years.	is a goal you want to achieve in 4–9 years.	is a goal that might take you 10 or more years to achieve.
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Where might you place your goals on this table?

- S** **Specific:** When you set a goal, try to make it as specific as possible for example, by writing down what you are saving for, how much money you need to achieve your goal and when you need the money by. 
- M** **Measurable:** It's important to be able to track your progress towards a goal. For this to happen, your progress needs to be measurable. This is pretty straightforward for financial goals provided you have information about the money you need to achieve your goal. 
- A** **Achievable:** Goals should push you but they also need to be manageable. How much do you need to save each week or month to achieve your goal? Is this do-able? How will you make this happen? 
- R** **Realistic:** You don't want to set yourself up for failure, so it's important to consider whether your goal is achievable in your timeframe. Are the changes you need to make manageable? Can it work alongside your other life commitments? 
- T** **Time-bound:** Having a set deadline helps us to stay on track. How long will it take you to achieve your goal? Is there any flexibility? 

Task 2:

Identify a financial goal that you have. It can be a short, medium, or long-term goal. If you don't have a financial goal, you can identify another type of goal to work with, for example, a health-related goal or a goal related to school.

Check out the Sorted **Goal Planner** and think about how this might help you to manage your money to stay on track.

Create **your own SMART goal** using this format.

Here is an example of a SMART goal:

Specific	Hine wants to save up money to go to the Ōtaki summer camp. The camp costs \$115 and the transport costs for getting there and back are around \$220. Hine will also need some spending money. She estimates that \$40 will be enough. Hine needs to pay for the camp registration and transportation in 4 months. The camp is in 6 months.
Measurable	Hine needs to save \$335 over the next 4 months, and then \$40 in the following 2 months.
Achievable	Hine needs to save \$20 a week to reach her goal. Hine is going to look for work in her neighbourhood to try to fund her trip, for example, walking her neighbour's dog, washing cars and weeding gardens.
Realistic	Even if Hine can't earn \$20 every week, she might be able to earn more some weeks, which will balance things out.
Time-bound	Hine has four months to earn the money she needs for the camp and two months to earn spending money.

Task 2:

Create an infographic for other Pacific students explaining the importance of goal setting.



Week 8: Goals

Need it/Know it

As you watch this video, decide if AJ shows evidence of goal setting. Watch the **Interactive video**.



AJ has been a saver from an early age and sometimes feels like the Bank of AJ. He feels resentful about the money he is owed by his friends. He needs to make them understand the real cost to him. He wants them to reflect on their own personal financial management, and to make smart choices about money.

Discuss how you would respond to this situation if you were AJ.

Have you or another member of your family/whānau ever been in a similar situation as AJ?

Have you ever borrowed money from a friend or family member and not repaid your debt? Share your experience.

Think it/Link it

As you watch this video, decide if Hayleigh shows evidence of goal setting. View the **Interactive video**.



Hayleigh has lost her new phone and must decide what model she is going to replace it with. There are a few things that will impact her decision regarding the type of phone and the contract to purchase.

Has anything similar happened to you or to a family member?

Explain what you would do in Hayleigh's position. Justify your response.

Extend it/Defend it

As you watch this video, decide if Josh shows evidence of goal setting. View the **Interactive video**.



Josh has been gifted \$1000.00 from his uncle with the message to use the money to make money. At the same time, he has been invited away with friends and has also been approached by classmates to buy shares in their proposed business projects.

Explain what you would do in Josh's position. Justify your response.

Follow each of the stories through and see if their choices might have been similar to yours?

Reflection: What have I learned in this topic?

- ✓ I can describe why it is important to set yourself financial goals.
- ✓ I can define short-term, medium-term and long-term goals.
- ✓ I can describe one of my goals and explain why it is important.
- ✓ I can explain why it is okay for goals to change over time.



Debt



Debt comes in many forms including credit cards, hire purchase agreements, car loans, personal loans, mortgages and student loans. There is no shortage of people out there who want to lend you money! You have easier access to credit than any other generation. Phone plans, online shopping, in-app purchases – there are many ways to fall into debt. Being in debt is a drag. It slows you down as you can't spend money because you're still paying for the things you bought with a loan. When you borrow money, it's good to borrow only as much as you really need.

Whilst debt can work against you some things are worth borrowing for, such as things that increase in value like education or a house.

Not paying your debt and getting behind in your payments can affect your credit rating. Did you know that if you don't return a library book, or don't pay a parking fine or a road toll, it can impact your credit rating. This means when you want to borrow money from a bank they will consider you to be high risk and you might not be able to secure a loan. How do you think your elders approached debt when they first migrated to Aotearoa?

At the completion of this topic, I will be able to:

- Describe external influences that can affect people's financial choices.
- Compare individual spending choices and priorities at different stages of life in relation to age and circumstance.
- Compare and contrast different ways of paying and receiving payment for goods and services, e.g. credit cards, debit cards etc.

Week 9: Debt

Need it/Know it



View the **Debt infographic**.

According to the infographic, what are four ways to deal with debt?
 Have you ever been in debt to a friend or a family member? Discuss with your group.

Think it/Link it



View the Starter Pack for Students module **Borrowing Money**.

Task 1:
 Compare the difference between good debt and bad debt and give examples of these.

Task 2:
 Give reasons why you might be refused a loan from a bank. Why would these reasons impact your credit worthiness (rating)?

Reason	Explain why this reason impacts your credit worthiness (rating).
1. New to bank	No Savings history
2. Unpaid fines	Bank did a credit rating search
3.	
4.	
5.	

Extend it/Defend it



Watch the **Credit and Debt** video.

Create a visual representation explaining how debt compounds. This might be a graph or a cartoon.
 or
 Create a visual representation explaining the pitfalls of debt for students. Select any media type to create this resource.

Week 10: Debt

Need it/Know it



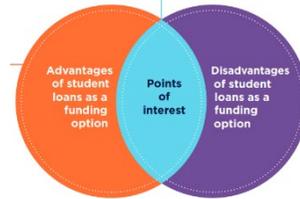
Student loans need to be managed so you leave tertiary education with minimal debt. Watch the **Funding Study** video.

Discuss the **options for funding study**.



Think it/Link it

Read the infographic on the **Advantages and disadvantages of student loans**. Think about what career path you might want to follow.



Explain the options you have to fund your tertiary education. Compare the advantages and disadvantages of getting a student loan.

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Student loans	
Advantages	Disadvantages

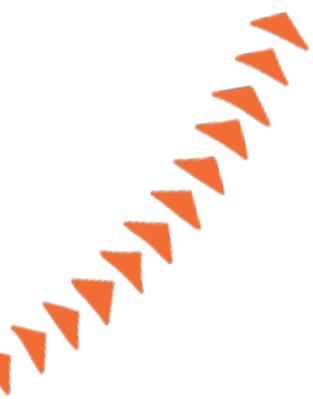
Extend it/Defend it

View the **Debt PowerPoint**.



Read the infographic on **What is a Credit rating?**

Create a social media advert warning young people about the pitfalls of debt.



What are 3 key messages about student loans?	



Reflection: What have I learned in this topic?

- ✓ I can describe what debt means.
- ✓ I can explain the difference between good debt and bad debt.
- ✓ I can explain how student loans can lead to debt.
- ✓ I know why it is important to have a good credit rating.

