**Student planner: Financial capability in one learning area**

The example for weeks 1, 2 and 3 has come from the Financial Sustainability **Health resource** from the section Healthy, wealthy and wise. The suggested activity for week 4 is the **Future Brief**.

Select a learning experience that interests you from each section going across (Need it/know it, link it/ think it and extend it/ defend it). The learning experiences are linked across so you can follow an idea through.

It is suggested that you only plan 4 weeks in advance so that you can see how you are progressing. With weekly feedback from your teacher you can adjust your schedule as an ongoing reflection of your learning.

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| NEED IT / KNOW IT | LINK IT / THINK IT | EXTEND IT / DEFEND IT |
| Activate prior knowledge. This is the starting point for new learning about **financial sustainability**. | Link your ideas and make connections to build new knowledge and understandings about **financial sustainability**. Learn about the perspectives and insights of others. | Extend your learning by applying it to new contexts. Find evidence, validate sources, and summarise  your thinking. Present your findings to clarify **financial sustainability**. |
| When selecting a need it/ know it learning experience a **suggested time** to complete would be approximately **15-20 minutes:**  + reading time if an article is included  + viewing time if video is included | When selecting a link it/ think it learning experience a **suggested**  **time** to complete would be approximately **30-40 minutes:**  + reading time if an article is included  + viewing time if video is included | When selecting an extend it/ defend it learning experience a **suggested time** to complete would be approximately **45-90 minutes:**  + reading time if an article is included  + viewing time if video is included  + home learning depending on the complexity of the task and outcome  you have chosen. |
| WEEK 1  **Identify** factors that contribute to the well-being of retired people. Use the **Age Concern well-being resource** to help you. Discuss the recipe of what you need to live well and **describe** the importance of each.  15-20 minutes | WEEK 1  **Explain** factors that result in elderly people needing support. How do these link to the hauora model and financial well-being? (link to Table 3). Use this information from [**The**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)[**Human Rights Commission**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)as a guide.  30 minutes + 15 reading time | WEEK 1  **Select** one of the **character role cards**. Using the information provided, **predict** the person’s level of financial well-being in retirement/ whakatā and justify your reasons.  Select a way of presenting your thinking.  45 minutes + home learning  + presentation time |
| WEEK 2  **List** organisations that support the wellbeing of retired people in your community and **describe** what they do.  Here is some information on  [**Useful Services for Older People**](https://www.health.govt.nz/your-health/services-and-support/health-care-services/services-older-people/useful-websites-services-older-people), [**Support Services for Older People**](https://www.health.govt.nz/your-health/services-and-support/health-care-services/services-older-people/support-services-older-people), and [**Eldernet resources**](https://www.eldernet.co.nz/Home)to help you.  20 minutes + 15 min reading time | WEEK 2  **View** this article and video on [**Alzheimer’s**](https://best-alzheimers-products.com/hogewey-dementia-village.html), this CNN [**video**](https://www.youtube.com/watch?v=LwiOBlyWpko), and a [**Hogeweyk article**](https://twistedsifter.com/2015/02/amazing-village-in-netherlands-just-for-people-with-dementia/)about a Dutch  community facility for older people. **Explain** how this community functions. **Analyse** the strategies used to promote the well-being  of the residents, including their financial well-being.  25 minutes 20 minutes viewing and reading time | WEEK 2  **Design** a way to support elderly people in your community, for example:   * Network * Voluntary initiative * Participation incentive * Multi-generational activity/ club   **Promote** your design in a creative way.  45 minutes + home learning  + presentation time |

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| WEEK 3 | WEEK 3 | WEEK 3 |
| **Describe** how health and wealth are related.  10 minutes | **Interview** a grandparent or retired person. Prepare a set of questions about their views on what it means to be **healthy, wealthy and wise**.  Ask how satisfied they are with their level of well-being, including their financial well-being. You may like  to include some of the questions suggested in this [**article**](https://www.huffingtonpost.com/karl-a-pillemer-phd/listening-to-elders_b_4200329.html). View the **Grandparent videos** to hear  some inspiring stories. Record your interview. | **Predict** challenges that your generation will face if superannuation is no longer  available by the time you are 65. For information, see the [**Human Rights**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)[**Commission measures of well-being**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)[**in older people**](https://www.hrc.co.nz/news/new-zealand-12th-best-country-older-person-wellbeing/)or this more in- depth article on [**economic hardship**](http://www.psychology.org.nz/wp-content/uploads/NZJP-Vol392-2010-6-Stephens.pdf).  45 minutes + 20 minutes reading time + home learning + presentation time |
|  | Questions 30 minutes + Video viewing 20 minutes + Interview 20 minutes in own time |  |
| WEEK 4  **Financial sustainability: Future Brief**. Refer to the Teacher Guide for instructions.  I negotiated with the teacher and Miss/Mr X will guide us through this resource as a class. Timing 3 x 45 minutes sessions | | |

\*Add rows as required.