## Student weekly learning schedule

Cut and paste your planned learning experiences from the teaching and learning plan. This learning schedule can be adapted to suit the student’s timetable and school programmes.

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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 your financial identity.  Learning experiences include: | Link your ideas and make connections to build new knowledge and understandings about your financial identity. Learn about the perspectives and insights of others.  Learning experiences include: | Extend your learning by applying it to new contexts. Find evidence, validate sources, and summarise your thinking. Present your findings to clarify your financial identity.  Learning experiences include: |
| **Week 1** | **Week 1** | **Week 1** |
| **Week 2** | **Week 2** | **Week 2** |
| **Week 3** | **Week 3** | **Week 3** |
| **Week 4** | **Week 4** | **Week 4** |
| **Week 5** | **Week 5** | **Week 5** |
| **Week 6** | **Week 6** | **Week 6** |
| **Week 7** | **Week 7** | **Week 7** |
| **Week 8** | **Week 8** | **Week 8** |
| **Week 9** | **Week 9** | **Week 9** |
| **Week 10** | **Week 10** | **Week 10** |

**Example of a** **student learning schedule**

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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 your **financial identity**.  Learning experiences include: | Link your ideas and make connections to build new knowledge and understandings about your **financial identity.** Learn about the perspectives and insights of others.  Learning experiences include: | Extend your learning by applying it to new contexts. Find evidence, validate sources, and summarise your thinking. Present your findings to clarify your **financial identity.**  Learning experiences include: |
| **Week 1**  **Define** financial identity. What are your values, attitudes, behaviours, and skills regarding money?  View the video *Culture Is a Beautiful Thing*[*.*](https://www.facebook.com/cffc.org.nz/videos/pacific-voices:-culture-is-a/994324510717771/) Discuss Tala’s responses to her memories about money and her views about family values. | **Week 1**  **Explain** the factors that might have influenced your values, attitudes, behaviours and skills regarding money.  **View** the video, *Pacific Voices: Family Is Everything* and **compare** Lisa and her mum’s views about money with your family’s views. | **Week 1**  **Create** a podcast or video of a person from a culture different to yours and interview them to explore their financial values. |
| **Week 2**  **Describe** your money personality. How do you react to sales and advertising? Do you have any strategies you use before you buy something? Are you an impulse buyer?  Take the $orted [Money Personality](https://sorted.org.nz/tools/money-personality-quiz) test.  **Describe** the money personalities of the people in your home. Have them take the $orted [Money Personality](https://sorted.org.nz/tools/money-personality-quiz) test. Did you accurately predict their money personalities? | **Week 2**  **Interview** a person from another generation. Prepare five questions about their perspectives on money. Record and transcribe your interview. | **Week 2**  Keep a spending diary for one month. Analyse your weekly spends. Enter your data onto [SurveyMonkey](https://www.surveymonkey.com). Can you see any areas for goal setting or possible savings? **Justify** your decisions and show evidence that you can undertake a plan of goal setting or saving for an agreed period. |