## **Exploring financial identity through English**

This resource supports students to understand the ways advertising impacts on people’s financial behaviours and identities. Students explore the way financial messages are conveyed and analyse spending, saving/te whakaputu and money/moni management behaviours.

This is an integrated, cross-curricular resource, supporting the theme **identity** and can be used in multiple ways. Related resources are available for social sciences, maths, and technology (digital technologies).

References:

* [Financial identity - resource introduction](http://sortedinschools.org.nz/sorted-resources/financial-identity/)
* [Pedagogy and methodology overview](http://sortedinschools.org.nz/teachers/curriculum-info/pedagogical-design/) for the frameworks underpinning the development of this resource.

|  |  |  |
| --- | --- | --- |
| **Achievement objectives**  **Level Four**  **Listening, reading, and viewing**   * Processes and strategies: Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. * Purposes and audiences: Students will show an increasing understanding of how texts are shaped for different purposes and audiences. * Ideas: Students will show an increasing understanding of ideas within, across, and beyond texts. * Language features: Students will show an increasing understanding of how language features are used for effect within and across texts**.** * Structure: Students will show an increasing understanding of text structures.   **Speaking, writing, and presenting**   * Processes and strategies: Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. * Purposes and audiences: Students will show an increasing understanding of how to shape texts for different purposes and audiences. * Ideas: Students will select, develop, and communicate ideas on a range of topics. * Language features: Students will use a range of language features appropriately, showing an increasing understanding of their effects. * Structure: Students will organise texts, using a range of appropriate structures.   **Level Five**  **Listening, reading, and viewing**   * Processes and strategies: Students will integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. * Purposes and audiences: Students will show an understanding of how texts are shaped for different purposes and audiences. * Ideas: Students will show an understanding of ideas within, across, and beyond texts. * Language features: Students will show an understanding of how language features are used for effect within and across texts. * Structure: Students will show an understanding of a range of structures.   **Speaking, writing, and presenting**   * Processes and strategies: Students will integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. * Purposes and audiences: Students will show an understanding of how to shape texts for different audiences and purposes. * Ideas: Students will select, develop, and communicate purposeful ideas on a range of topics. * Language features: Students will select and use a range of language features appropriately, showing an understanding of their effects. * Structure: Students will organise texts, using a range of appropriate, effective structures. | | |
| Learning experiences and formative assessment tasks are aligned to[SOLO Taxonomy](http://www.johnbiggs.com.au/academic/solo-taxonomy/) to ensure cohesiveness, constructive alignment and cognitive stretch for all students. This gives both teachers and students choices throughout the learning and teaching process. | | |
| NEED IT/KNOW IT | LINK IT/THINK IT | EXTEND IT/DEFEND IT |
| Make connections to what you already know. This is the starting point for new learning about your **financial identity**. | Link your ideas and make connections to build new knowledge and understandings about your **financial identity.** 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 your **financial identity.** |
| **Understanding financial identity**  Financial identity is the values, knowledge, skills, and behaviours that shape how people build financially healthy lives. | | |
| **Identify** the values, attitudes, behaviours and skills that shape your money/moni choices.  **Describe** your first memory of money/moni.What was your first purchase with your own money/moni? **Describe** how you earned the money/moni to buy it.  **Watch** [*Culture Is a Beautiful Thing.*](https://www.facebook.com/cffc.org.nz/videos/pacific-voices:-culture-is-a/994324510717771/) **Discuss** ways that culture shapes Tala’s money/moni choices. **Read** [Mō tātou, ā, mō kā uri ā muri ake nei ... For us and our children after us,](https://www.cffc.org.nz/news-and-media/news/mo-tatou-a-mo-ka-uri-a-muri-ake-nei-for-us-and-our-children-after-us-2/) a personal perspective on how money/moni choices can impact on the future well-being of a family. **Read** [Why my generation struggles with this loving Samoan tradition](https://www.stuff.co.nz/life-style/90454636/why-my-generation-struggles-with-this-loving-samoan-tradition).  **Define** “fa’alavelave”*.* **List** different points of view on fa'alavelave.  **Discuss** the meaning of this whakataukī and how it relates to financial well-being:  Nāu te rourou, nāku te rourou, ka ora ai te iwi.  *With your basket and my basket the people will live.* | **Explain** what it means to live a wealthy life. Use [Tinkercad](https://www.tinkercad.com/search/?q=baskets) to createa digital kete. Add taonga that represent your interpretation of wealth. Include related words, pictures, headlines, or photos.  **Explain** factors that have shaped your values, attitudes, behaviours, and skills regarding money/moni.  **Interview** a person from a different cultural background about their values and beliefs related to money/moni. Prepare questions beforehand and record the interview. **Reflect** on factors that have shaped your own attitudes to money/moni and include these in the recording.  **Investigate** and **explain** how values of te ao Māori contribute to financial wellbeing.  **Compare** financial well-being as an individual with financial well-being shared by a group.  **Explain** the meaning of this whakataukī and how it relates to well-being:  Ehara taku toa i te toa takitahi, he toa takitini.  *Success is not the work of one, it is the work of many.*  Research and **explain** the concept of either tithing or giving to charity. **Explain** the benefits of people giving money/moni to organisations.  Investigate the practice of sending money/moni to families overseas and **explain** the value of this for communities here and overseas.  Read [Why my generation struggles with this loving Samoan tradition](https://www.stuff.co.nz/life-style/90454636/why-my-generation-struggles-with-this-loving-samoan-tradition). **Create** a Plus Minus Interesting (PMI) table that shows different points of views on fa'alavelave. | **Create** a financial identity poster, using [Pictograph](https://piktochart.com/) that represents your financial heritage (your past), your financial present, and your financial future, including what you would like to give to future generations.  **Create** a podcast that provides a cultural perspective on goal setting/whāinga paetae, budgeting/tahua, saving/te whakaputu, or managing debt/nama.  **Create** a mini documentary about money/moni. **Watch** [*Making sense of cents*](https://sorted.org.nz/home/maori-2/) for inspiration.  **Create** an artwork using images of New Zealand money/moni that shows your values, knowledge, skills, and beliefs about money/moni. |
|
| **Am I a spender or a saver?** | | |
| **Describe** your spending habits and **identify** whether you are a spender or a saver.   * 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 quiz](https://sorted.org.nz/tools/money-personality-quiz).  **Define** needs and wants. **List** examples of needs and wants for teenagers.  **Complete** this [supermarket shop](http://sortedinschools.org.nz/api/v1.0/download?filename=needs-vs-wants-the-supermarket-shop&files=44) activity.  **List** ten recent purchases. Categorise these as needs or wants and explain why you assigned them to each category. | Take the [Sorted money personality test.](https://sorted.org.nz/tools/money-personality-quiz) **Analyse** the strengths and weaknesses of your money/moni personality. **Explain** how you might work to improve any areas of weakness.  **Analyse** the money/moni personalities of people in your home. Have them take the [Sorted money personality test](https://sorted.org.nz/tools/money-personality-quiz). Did you accurately predict their money/moni personalities?  **Compare and contrast** needs and wants in the [supermarket shop](http://sortedinschools.org.nz/api/v1.0/download?filename=needs-vs-wants-the-supermarket-shop&files=44) activity.  Interviewa person over 65 asking them five **questions** about their views on money/moni. Ask them to identify needs and wants from when they were a teenager. Record your interview.  **Compare** the needs and wants of a teenager with those of someone who is retired. | Keep a [spending diary](https://sortedinschools.org.nz/students/student-activities/spending-diary/) for one month. **Analyse** the amount you spend each week. Use [Survey monkey](https://www.surveymonkey.com) to combine your class data and identify opportunities for goal setting/whāinga paetae or saving/te whakaputu.  **View** the interactive video: Smart Choices [embed/link video]  Imagine that a Y-Fone has just been released with eye retina recognition, photo and video self-editing features, and holographic printing capability. It’s advertised as a “must-have” for every teenager.  **Justify** whether or not a teenager should purchase this product.  **Create** a resource about the needs and wants of teenagers.  **Evaluate** whether people should be financially responsible for all of their needs by the time they finish school. |
| **Advertising - how does it capture us?**  Advertisers purposefully craft ads for their chosen audience. What are the key features of an ad that connect with an audience and elicit a response? How is language used to engage a chosen audience? | | |
| **Read and discuss** [Future Brief 3](http://sortedinschools.org.nz/sorted-resources/future-briefs/future-brief-3/).  **Describe** the purpose of ads. **List** different ways that advertisers reach people.  **View** [this slide presentation](https://www.slideshare.net/Kazmania/static-image) for an overview of the features used in static images.  **Collect** a range of advertisements, for example, ads for:   * shoes * clothes * magazines * sports equipment * toys * food * beauty products * banks.   **Discuss** the features of the ads, including:   * the use of colour, including the colours used, cultural associations with colour, * shapes around graphics and the text * the amount of white space * the words used to persuade people   In your **analysis**, think about:   * the target audience of different advertisements * the values or attitudes that the advertisements represent or appeal to * the emotions the advertisements create.   **Watch** [six brand lessons from the Kardashians](https://www.mediacom.com/us/article/index?id=six-brand-lessons-from-the-kardashian-clan) and write down useful marketing tips.  **Read** [Kim Kardashian Has 3 Things to Teach us about Brand Strategy](https://www.meltwater.com/nz/blog/kim-kardashian-brand-strategy-tips/). **Identify** what brand intruders are. | **View** [the top ten NZ ads ever made](https://www.nzonscreen.com/collection/top-ten-nz-tv-ads) and **identify** similarities and differences. **Explain** why these ads are so popular.  As a class, select a group of ads.  Working in a group of four, choose four ads.  **Critique** the ads based on their:   * use of colour * use of shape * composition * language * tone * mood * audience appeal.   Give each ad a score for each feature listed above and **identify** the top ranked ad.  Working in a group, **evaluate** the effectiveness of targeting teenagers using these forms of advertising:   * billboards * television ads * ads on YouTube * text messages * magazines * street posters * Facebook or other social media platforms.   Read [The Jelly Nail Craze](https://www.theguardian.com/fashion/shortcuts/2018/jul/16/ready-for-this-jelly-how-kylie-jenner-kickstarted-the-jellynails-instagram-craze), an article about how Kylie Jenner kick started a craze for jelly nails. **Explain** how her digital posts become viral and set trends. | **Advertising competition**  Imagine that you are the brand manager of a company. Your aim is to grow your customer base to include 14–16 year olds.   * **Choose** an innovative product that will appeal to teenagers. This product could be an item of technology, fashion or food or an app. * **Design** an advertising campaign that will appeal to your target audience (14-16 year olds). * **Present** your campaign to your class. |
| **Spending before you earn?** | | |
| **Read** [*Hire purchase – the true cost of hire purchase*](https://sorted.org.nz/guides/hire-purchase) and **record** the information people should be aware of when using this payment option.  **Describe** what a debit card is and how it works.  **List** any recent online purchases you have made and **explain** why you chose to buy these items online.  **Describe** these purchasing methods:   * credit card * debit card * Paypal * hire purchase * layby * no interest payments for one year. | **Explain** howhire purchase works.  Find an ad offering hire purchase options, for example, for a washing machine or a set of furniture. **Explain** the advantages and disadvantages of using hire purchase to buy this product.  **Discuss** the advantages and disadvantages of using a debit card instead of a credit card for purchases. **Explain** your reasoning.  **Compare** [mobile truck traders](https://www.consumer.org.nz/articles/truck-shops) with the[Kylie Truck](https://fashionista.com/2017/12/kylie-jenner-cosmetics-truck), identifying similarities and differences. | **Create** a short video informing teenagers about the advantages and disadvantages of:   * credit cards * debit cards * Paypal * hire purchase * layby.   **Create** a series of text message ads for a money/moni app that supports teenagers to manage their money/moni. |
| **Buying the big stuff** | | |
| **Read** [how to get wheels and get ahead at the same time](https://sorted.org.nz/must-reads/how-to-get-wheels-and-get-ahead-at-the-same-time/).  **Read** [car loans – tips when borrowing for a car loan](https://sorted.org.nz/guides/car-loans).  **List** the information you need before borrowing money/moni from a dealer.  **Download** the [*Debt Empire*](https://sorted.org.nz/debt-empire/) app to learn about loan sharks.  **Describe** the role of a money/moni lender.    **Read** [this article](http://pacific.scoop.co.nz/2010/10/%E2%80%98loan-shark%E2%80%99-money-lenders-cash-in-on-pacific-communities/) about loan sharks. | **Explore** a car dealership website. Select a car you would like to buy. Compare the final price of the car if you pay cash or if buy from the dealer with a loan. Read the fine print of the loan details to **list** all the costs included in the loan.  **Explain** how [mobile truck shops](https://www.consumer.org.nz/articles/truck-shops) work.  **Describe** how money/moni lenders make money/moni and **explain** the term “loan sharks”.  **Discuss** what motivates mobile truck shop traders. Discuss possible **causes and effects** for the communities that mobile truck shop traders target.  **Explain** how spending and debt/nama are related. | **Summarise** the impact (positive and negative) of mobile truck shops.  **Create** a proposal for ways to reduce the negative impacts on mobile trucks on communities. |
| **Setting goals/whāinga paetae** | | |
| **View** the setting goals/whāinga paetae [PowerPoint](http://sortedinschools.org.nz/api/v1.0/download?filename=setting-goals-powerpoint&files=30). **Discuss** why it is important for teenagers to set financial goals/whāinga paetae.  **Define** needs and wants.  **List** the last five items you purchased and categorise them as needs or wants. **Decide** whether you would have bought these items if you had analysed whether they were needs or wants before your purchase.  **Read** the [Sorted booklet on Saving in English](https://sorted.org.nz/assets/Order-Collateral-booklets/Sorted-Saving-Booklet.pdf) or in [te reo](https://sorted.org.nz/assets/Order-Collateral-booklets/Sorted-Saving-Te-Reo-Booklet.pdf). Use the goal/whāinga paetae-setting framework to set some achievable goals/whāinga paetae for managing your money/moni.  **Define** a SMART goal/whāinga paetae and describe how a [smart goal/whāinga paetae](https://www.google.co.nz/search?q=smart+goals&safe=active&rlz=1C1CAFA_enNZ729NZ730&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjC6cyT7aDcAhXOq5QKHVDGCNsQ_AUICigB&biw=1) could help you.  **View** and discuss the [infographic](http://sortedinschools.org.nz/api/v1.0/download?filename=goals-infographic&files=258) on setting goals/whāinga paetae.  **Define** the time frames for short-, medium-, and long-term goals/whāinga paetae.  **Describe** times when you have set and achieved short-, medium-, and long-term goals/whāinga paetae.  **Read** [targets to shoot for](https://sorted.org.nz/guides/targets-to-shoot-for) and describe a personal saving/te whakaputu goal/whāinga paetae you have made for yourself. Transfer your goal/whāinga paetae into the [Sorted goal planner.](https://sorted.org.nz/tools/goal-planner)  **List** ways that you can save money/moni. | Complete a [spending diary](http://sortedinschools.org.nz/api/v1.0/download?filename=spending-diary&files=46) using ten recent purchases. Use the diary to **identify** areas for goal/whāinga paetae setting or possible savings/te whakaputu.  **Select** an item from an electronics catalogue to the value of $100.00. Source the item on a range of online sites and find the best price. Make sure you have calculated the price in New Zealand dollars and included any shipping costs.  **Use** this [savings calculator tool](https://sorted.org.nz/tools/savings-calculator) to plan your saving/te whakaputu for a future goal/whāinga paetae. Adjust the amounts you put in to see whether you can add more to your savings/te whakaputu. | **Create** an ad on goal setting/whāinga paetae that will appear on public transport or on a public transport route. Use [Thinklinker 10](https://sortedinschools.org.nz/sorted-resources/thinklinkers/#TextBlock_58) to help you.  **Create** an infographic explaining a process people can use before making a purchase. |
| **Avoiding debt/nama** | | |
| View and discuss the [infographic](http://sortedinschools.org.nz/api/v1.0/download?filename=debt-infographic&files=259) on debt/nama.  **View and discuss** thedebt/nama [Powerpoint](http://sortedinschools.org.nz/api/v1.0/download?filename=debt-powerpoint&files=57).  **Play** [Debt Empire](https://sorted.org.nz/debt-empire/).  **View** the saving/te whakaputu [PowerPoint](https://sortedinschools.org.nz/students/student-activities/powerpoint-saving/)**.**  **Read** [Credit cards – credit card debt and management](https://sorted.org.nz/guides/credit-cards).  **Explain** how credit cards work.  **Read** [Get out of debt fast – How to reduce debt](https://sorted.org.nz/guides/get-out-of-debt-fast) and use the tool provided to work out a plan to save some money/moni. | **Explain** why [knowing about debt](https://sorted.org.nz/guides/before-borrowing) before you borrow is important.  **Explain** the difference between good and bad debt/nama. **View** [these images](https://www.google.co.nz/search?safe=active&rlz=1C1CAFA_enNZ729NZ730&biw=1536&bih=732&tbm=isch&sa=1&ei=Vkk_W8X-A8ql0gSXyKaQAw&q=good+debt+v+bad+debt+&oq=good+debt+) for ideas.  **Explain** the purpose of the [Do-Not-Knock Campaign](https://www.consumer.org.nz/articles/do-not-knock).    View [ways of buying](https://www.consumerprotection.govt.nz/general-help/ways-of-buying/) to explore how you can purchase goods and your rights and responsibilities as a consumer.    **Explain** what a personal loan is and what a personal loan involves. | **Create** a resource teaching people how to manage credit cards.  **Create** an infographic for teenagers on how to avoid incurring debt/nama. |
| **Banks want your business** | | |
| **View** the marketing materials used by at least four banks. Choose both online materials and brochures or leaflets.  **Identify** the target audience of the materials, for example, people in specific age, gender, ethnic, or occupational groups.  **Identify** groups that are not represented in the materials. | **Rank** a set of four bank marketing materials in terms of their:   * use of colour * composition * language * tone * mood.   **Identify** which bank materials would appeal most to teenagers and **explain** why. | **Evaluate** your findings from your study of bank marketing materials. **Recommend** ways that banks could make their marketing materials more appealing for young people.  Make a **generalisation** about the types of messages that banks give young people. |
| **Cost of raising a child** | | |
| [A recent New Zealand report](https://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=12075634) put the cost of raising a child from birth to 18 years at $285,000 ($16,000 a year).  Working in a pair, brainstorm common expenses for children who are:   * 1 to 4 * 5 to 10 * 11 to 14 * 15 to 18. | **Compare** your ideas with those of another pair, adding items from their list onto your own. | **Evaluate** ways families could lower their costs of raising children. |

**Please note:**

The CFFC (Commission for Financial Capability) recommends that all users of this resource check the conditions of use and Copyright policies of any third parties content linked to from this resource that they wish to reuse.

The Commission for Financial Capability does not accept liability for the accuracy of content or information belonging to third parties that you may access via a hyperlink from this site, nor does it endorse those sites or products.