

Thinklinkers for Financial Identity

Three levels of questioning to support students' deeper learning.

[View teachers guide](#)

Thinklinker 1

People's values, beliefs, and behaviours related to money/moni and wealth are shaped by their experiences, whānau, and communities. For example, values of te ao Māori that might shape people's money/moni choices include:

whānaungatanga – relationships and connectedness

manaakitanga – generosity of spirit and respect

tino rangatiratanga – self-management and determination

kaitiakitanga – guardianship.

List values that shape your money/moni choices. **Explain** ways that the values of te ao Maori listed above might shape a person's money/moni choices. If you were to incorporate principles of te ao Māori into a campaign to build the financial capabilities of young New Zealanders, which of these principles would you use to encourage saving? **Justify** your choice.

Thinklinker 2

The first goal/whāinga paetae of saving/whakaputu is to build up some funds that you can use for unexpected expenses. The next step is to create a larger emergency fund equal to three months of income. **List** and total up what you have spent in the last month. **Classify** your spending, for example, your spending on transport, entertainment, or communication. **Justify** why having three months of income in the bank is a helpful goal.

Thinklinker 3

In Amsterdam, power and phone companies have to report people who haven't paid their bills. People with debt/nama are then offered free budgeting advice.

Describe how you would respond if you got a call from a budgeting company after not paying a power bill. What are the **advantages** and **disadvantages** of this approach to people not paying their bills? **Justify**

whether or not this approach should be used in your community.

Thinklinker 4

Facial recognition technology has made it possible to identify people in images by analysing their faces. In **China**, facial recognition is used in airports, banks, hotels and even public toilets. In one experiment, facial recognition technology was used to identify people who crossed a major road without waiting for a green light. In the future there might be cameras everywhere that can identify all citizens. Discuss what might happen if people caught breaking even small laws automatically had their credit cards blocked or, if they break several laws, are banned from getting a loan. **Analyse** how rules like these could affect people's ability to set goals/whāinga paetaes, budget/tahua, save, and manage debt/nama. **Evaluate** the statement: People who break the law shouldn't be allowed to borrow money/moni.

Thinklinker 5

A scammer is a person who makes money/moni by tricking people. Some international scammers make money/moni by working out people's personal details and using this information to access to their bank accounts. Scammers know common passwords for people's internet accounts: middle names, birth months, names of pets, favourite teachers and favourite holiday places. To get this information, the scammers use code-breaking software that analyses information people post online. This includes people's user profiles, answers to fun social media quizzes, and captions on photos to get the information they need. **List** information you should avoid sharing online. **Analyse** the security of your online identity. **Create** a business-card-size resource outlining the steps people should take to protect their financial identities. Share it with other students.

Thinklinker 6

Mobile truck shops are often seen in communities in which people are struggling financially. The trucks sell household items such as electronic goods or clothing. People can borrow money to pay for things but then get charged a lot of interest. The items mobile trucks sell are often more expensive the same items in shops and of lower quality. **Describe** the purpose of a mobile truck. **Explain** why a person might buy something from a mobile truck instead of a shop. Imagine you are a mobile truck shop operator. **Justify** the service you provide.

Thinklinker 7

Each year New Zealanders send tens of millions of dollars to family members in other countries. This money/moni helps to pay for celebrations such as weddings and funerals and supports people on low incomes. **Describe** the effects this financial commitment might have on a family in New Zealand. **Explain** how supporting families overseas might impact on the way families here spend and save. **Evaluate** the strengths and weaknesses of this form of support for families, both here and overseas.

Thinklinker 8

Many organisations rely on donations to keep going and encourage people to make regular payments. For example, some churches suggest that people donate one tenth of their income each week. This is called tithing. However, sometimes people donate more money/moni than they can afford. **List** the problems that pressure to donate can create. **Explain** the positive and negative effects of people donating money/moni to an organisations such as churches. Imagine you are a leader of a church or community group. **Justify** why people should give you money/moni.

Thinklinker 9

In Korea people can shop on their way to work using **virtual supermarkets in subway stations**. Colourful posters on the station walls show different food items. People can buy items by scanning the images and the items are delivered to their homes later that day. **List** items you have purchased online. **Explain** how virtual supermarkets might work in New Zealand. **Predict** the impact of this becoming a common way to shop in Aotearoa New Zealand.

Thinklinker 10

In remote parts of the Cook Islands, there is no access to the internet. Satellite communication is also not an option. **Explain** how not having access to the internet would affect your ability to save and budget/tahua. **Evaluate** how not having online access to your bank account might change how you manage your money/moni.

Thinklinker 11

Identify the spenders and the savers among your friends. **Describe** how their **money/moni personality** **shapes** their choices. **Question** them about how they feel before and after they make a major purchase.

Thinklinker 12

A recent New Zealand report put the cost of raising a child from birth to 18 years at \$285,000, which is about \$16,000 a year. **List** ways that you have cost your whānau money/moni this week, for example, in food, clothing, entertainment, activities, and transport. Estimate the total cost. **Compare** your costs for the week with that of a classmate and discuss the similarities and differences. Collate the results for everyone in the class and find the average cost per week. **Think about** other factors add to the cost of supporting you each year.

Thinklinker 13

Research shows that most 18 to 24 year olds seek financial advice from family members rather than experts. **Describe** a situation where you sought financial advice from someone. Think about the **advantages** and **disadvantages** of getting advice from family members. Predict why some people choose to get advice from family members rather than experts.