

Introduction to the concept

Financial Identity

What is Financial Identity

Financial Identity is defined as the values, knowledge, skills and behaviours that influence how people manage money/moni to build personal or collective financial wellbeing.

What's in the resource package

This Financial Identity resource is designed to give you flexibility and choice. There are a range of resources to choose from, so schools and teachers can design programmes that allow:

- Students to work at their own pace using a [Student Weekly Learning Schedule](#)

- Teachers to design a programme that suits department, faculty or whole-school planning over a few weeks or a term. This will vary from school to school.

Learning outcomes can be adapted to reflect the distinct characteristics of students' lives, communities and aspirations. There are also supporting resources available, see further down for direct links.

Learning areas and assessment

This is an integrated, cross-curricular resource package, supporting the theme of Financial Identity. The resources can be used within specific learning areas such as social studies, maths, English or technology; or for cross-curricula or integrated studies inquiries. They can also be adapted to suit the requirements of different achievement objectives.

The Financial Identity resource package is structured around Sorted's themes of saving/te whakaputu, debt/nama, goals, and managing my money which can be easily identified by their theme colour as shown below. Some activities fit within all Sorted themes and can be identified by the colour orange.

Social sciences

Students explore the links between identity, culture and heritage - and the impact of this on their place in the economic world. Students can invite community input to explore a range of values and perspectives, consider responses and decisions, and explore what it means for themselves and their community.

[> Using the resource](#) [> View assessment](#)

Maths and statistics

Students are encouraged to apply mathematical skills and knowledge in a financial context. They explore their behaviours when managing their money/moni, spending, saving/te whakaputu and taking on debt/nama.

[> Using the resource](#) [> View assessment](#)

Technology

Students explore their habits with money/moni and where theirs is going, then use digital technologies to design a tool to educate others or to track their own financial capability journey.

[> Using the resource](#) [> View assessment](#)

English

Students analyse the effects of advertising on financial behaviours and identity. They explore how financial messages are conveyed through static images, and analyse their own spending, saving/te whakaputu, and money/moni management behaviours.

[> Using the Resource](#) [> View Assessment](#)

Using the resource package

The learning experiences and formative assessment tasks in this resource package are aligned to **SOLO Taxonomy** to ensure cohesion, constructive alignment and cognitive stretch for all students. This gives teachers and students choice throughout the learning and teaching process.

The resources allow for a differentiated curriculum approach. Depending on your classroom approach, you can select learning activities that meet your student learning outcomes, or students can select their own learning pathways and choose how they will present their work. They are encouraged to work at their own pace.

Once students go through the plan and highlight selected learning experiences aligned to their learning outcomes, they can download the **Student Weekly Learning schedule**, add their intended learning outcomes onto this document and place it on the school LMS system.

If you and your students are new to Financial Capability we recommend starting with the **Essential Vocab Identity**. You can start each individual lesson with the **Discussion Starter** or **Thinklinkers** as a “hook-in” learning activity.

Discussion starter questions for Financial Identity

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