

Student weekly schedule (example)

To help you teach financial capability, we suggest downloading and adapting the student weekly planners.

To help you teach financial capability, we suggest downloading and adapting the student weekly learning schedule below.

It includes a template that allows you to build a Sorted in Schools weekly programme using the [resources](#) and two cross curricular example schedules for a two to three week teaching block.

Example of a year 9-10 student learning schedule: Financial Identity

This example has come from the Financial Identity [English, social sciences and maths resources](#).

NEED IT / KNOW IT

Activate prior knowledge. This is the starting point for new learning about your **financial identity**.

When selecting a multistructural 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

WEEK 1

Define financial identity. What are your values, attitudes, behaviours, and skills regarding money?

View the video [Culture Is a Beautiful Thing](#) . Discuss Tala's responses to her memories about money and her views about family 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](#) test.

Describe the money personalities of the people in your

LINK IT / THINK IT

Link your ideas and make connections to build new knowledge and understandings about your **financial identity**. Learn about the perspectives and insights of others.

When selecting a relational 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

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 2

Interview a person from another generation. Prepare five questions about their perspectives on money. Record and transcribe your interview.

EXTEND IT / DEFEND IT

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**.

When selecting an extended abstract 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

Create a podcast or video of a person from a culture different to yours and interview them to explore their financial values.

WEEK 2

Keep a **spending diary** for one month. Analyse your weekly spends. Enter your data onto [SurveyMonkey](#). 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.

home. Have them take the \$orted [Money Personality](#) test.
Did you accurately predict their money personalities?