**A black and white logo

Description automatically generated with low confidenceExploring** Financial Sustainability through Health

Financial wellbeing

**Explore the links between financial wellbeing, sustainability and personal and community wellbeing.**

About this resource

This resource supports learners to understand financial wellbeing.

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Description automatically generatedView the Level 4 and 5 achievement objectives related to this learning experience [**here**](https://sortedinschools.org.nz/api/v1.0/download?files=3696)**.**

# A person working on a computer Description automatically generated with medium confidence

A picture containing text, monitor, screen, screenshot

Description automatically generated



# SOLO taxonomy

The learning experiences in this resource are aligned to SOLO Taxonomy to ensure cohesiveness, constructive alignment and cognitive stretch for all learners. This gives you choices throughout the learning process.

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| **Need it/Know it** | A picture containing text  Description automatically generated **Think It/Link it** | A picture containing icon  Description automatically generated **Extend it/Defend it** |
| Make connections to what you aready know. This is the starting point for new learning. | Icon  Description automatically generatedIcon  Description automatically generatedLink your ideas and make connections to build new knowledge and understandings. Learn about the perspective and insights of others.  Insurance  Retirement | Extend your learning by applying it to new contexts. Find evidence, validate sources, summarise your thinking and present your findings to clarify. |

# Sorted themes

Icon

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A picture containing logo

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KiwiSaver

Investing

A black and white logo

Description automatically generated with low confidence Learning experiences

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| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
| **Take** this short [survey](https://www.consumerfinance.gov/consumer-tools/financial-well-being/) to measure your current financial wellbeing. You could do this as yourself, for your whānau or by adopting a character role.  **Describe** the differences between:   * Understanding risk * Saving or investing * Getting a return on your investment/whakangao.   **Describe** the ways each of these can contribute to financial wellbeing.  **Read** about [financial shock](https://www.nytimes.com/2015/10/31/your-money/preparing-for-financial-shocks-before-they-strike.html) and [preparing your finances for a global financial crisis](https://www.stuff.co.nz/business/103132114/how-to-prepare-your-finances-for-the-next-global-financial-crisis). Make a **list** of events that could be defined as financial shock.  **Describe** what can happen to a person who feels out of control with their finances.  **Identify** and **describe** impacts of financial stress.  **Complete** The impacts of financial stress.  **Describe** how getting financial advice (in person or using [online tools](http://sorted.org.nz)) can improve people’s financial wellbeing. | **Explain** how stress and financial insecurity are related. [Complete The impacts of financial stress.](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx)  Decide which areas of wellbeing/hauora might be affected by financial stress and **explain** theseexamples.  Use these examples to complete Impacts on Hauora: Te whare tapa whā. [Haurora: The Maori concept of holistic health](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx).  **Read** this article about [making trade-offs](https://sorted.org.nz/must-reads/the-trade-offs-we-make/). **Analyse** the key points and **explain** ways that making trade-offs might impact on wellbeing.  **Explain** how your whānau and social factors influence and impact on your financial wellbeing and choices.  [Complete influences on financial wellbeing.](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx) | Complete [Te whare tapa whā](https://assets.sortedinschools.org.nz/public/Resources/9d6e7454d1/SiS_Health-Resource.docx). **Create** a diagram, model, visual, presentation or play that incorporates and explains the impacts of financial wellbeing or stress on hauora.  **Hypothesise** how owning your own home can increase your wealth and wellbeing. Link to [New Zealand statistical info](https://www.stats.govt.nz/news/property-assets-and-debt-drive-changes-in-wealth) for home ownership information to help.  **Write** a response to this [quote from a millionaire to millennials](https://www.theguardian.com/lifeandstyle/2017/may/15/australian-millionaire-millennials-avocado-toast-house) (people born between 1981 and 1993): “When I was trying to buy my first home, I wasn’t buying smashed avocado for $19 and four coffees at $4 each.”  New Zealand has some of the [worst statistics](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=12038422) of domestic violence, ethnic underachievement and [child poverty](https://www.unicef.org.nz/stories/new-zealands-child-poverty-stats-grow-faster-than-my-potatoes) in the developed world. **Debate** the role financial insecurity plays in these important issues and whether growing people’s levels of financial sustainability can make a difference. |

A picture containing pool ball, vector graphics, table

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**Tip: Pick different learning experiences from each column to build a framework of lessons that differentiates your classroom**