**A black and white logo

Description automatically generated with low confidenceExploring** Financial Identity through English

Banks want your business

**How do you decide which bank to bank with? What are you looking for when deciding?**

About this resource

This resource supports learners to investigate banking. It looks at how banks market themselves and how this impacts decision making.

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# 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.

|  |  |  |
| --- | --- | --- |
| **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. | Link your ideas and make connections to build new knowledge and understandings. Learn about the perspective and insights of others. | 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 Description automatically generatedIcon Description automatically generatedIcon Description automatically generated

Debt

Saving



A picture containing logo

Description automatically generated

Managing my money

A black and white logo

Description automatically generated with low confidence Learning experiences

|  |  |  |
| --- | --- | --- |
| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
| **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. |

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**