**A black and white logo

Description automatically generated with low confidenceExploring** Financial Identity through Digital Technologies

Digital media production

**Create, describe, and evaluate your character**

About this resource

This resource supports learners to create, describe, and evaluate their digital money personality character. Please ensure the character is developed prior to starting any of the learning in this resource.

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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=312).

# 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 generatedIcon Description automatically generated

Goals



A picture containing logo

Description automatically generated

Managing my money

Saving

Debt

A black and white logo

Description automatically generated with low confidence Learning experiences

|  |  |  |
| --- | --- | --- |
| **Record Keeping** | **Think it/Link it** | **Extend it/Defend it** |
| Make sure you keep good records of your technological processes. Record keeping can be oral, graphical, written, and/or electronic, depending on your needs  Records should contain enough detail to:   * justify decisions * suggest new directions if practice runs into a dead end * satisfy queries from an external evaluator * confirm that appropriate ethical and/or legal protocols have been followed.   **[TKI Technology online](https://technology.tki.org.nz/)**  Keep asking:   * What are the most important aspects of the project? * What can reasonably be accomplished in the remaining time | **Explain:**   * What is your character like? * Whose identity do they reflect? * How do they move, look, express feelings? * What sort of colour palette have you chosen? Why? * What characteristics are going to be transparent and which are more hidden? * How will the theme of financial identity be shown in your character? * How could you represent cultural norms and expectations? * Think about the life cycle of the character – what will some of their future decisions be? | **Create** concept designs/ sketches of your character.  Use projects on the [Scratch website](http://scratch.mit.edu) as a source of ideas. You can find other examples on [ScratchEd](https://scratch.mit.edu/).  Think about whether there are any issues related to:   * cultural or ethnic stereotyping * intellectual property.   **Create** opportunities to get feedback from a variety of sources, including making time for self-assessment. |

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