**Exploring** Financial Identity through English

Setting goals/whāinga paetae

**Setting goals is a way to keep our saving (and spending) on track. Think about some of your goals. How do you decide which is a want and which is a need?**

About this resource

This resource supports learners to investigate how to set goals and how to keep spending and saving on track.

View the Level 4 and 5 achievement objectives related to this learning experience [**here**](https://sortedinschools.org.nz/api/v1.0/download?files=313)**.**

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# 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**  |
| A picture containing text, monitor, screen, screenshot  Description automatically generatedMake 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

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Goals

Saving

Managing my money

 Learning experiences

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|  **Need it/Know it**  |  **Think it/Link it**  |  **Extend it/Defend it**  |
| **View** the setting goals/whāinga paetae [PowerPoint](http://sortedinschools.org.nz/api/v1.0/download?filename=setting-goals-powerpoint&files=30). **Discuss** why it is important for teenagers to set financial goals/whāinga paetae.  **Define** needs and wants.  **List** the last five items you purchased and categorise them as needs or wants. **Decide** whether you would have bought these items if you had analysed whether they were needs or wants before your purchase.  **Read** the [Sorted booklet on Saving in English](https://sorted.org.nz/assets/Order-Collateral-booklets/Sorted-Saving-Booklet.pdf) or in [te reo](https://sorted.org.nz/assets/Order-Collateral-booklets/Sorted-Saving-Te-Reo-Booklet.pdf%22%20%5Ct%20%22_blank). Use the goal/whāinga paetae-setting framework to set some achievable goals/whāinga paetae for managing your money/moni.   **Define** a SMART goal/whāinga paetae and describe how a [smart goal/whāinga paetae](https://www.google.co.nz/search?q=smart+goals&safe=active&rlz=1C1CAFA_enNZ729NZ730&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjC6cyT7aDcAhXOq5QKHVDGCNsQ_AUICigB&biw=1) could help you. **View** and discuss the [infographic](http://sortedinschools.org.nz/api/v1.0/download?filename=goals-infographic&files=258) on setting goals/whāinga paetae.  | Complete a [spending diary](http://sortedinschools.org.nz/api/v1.0/download?filename=spending-diary&files=46) using ten recentpurchases. Use the diary to **identify** areas for goal/whāinga paetae setting or possible savings/te whakaputu.    **Select** an item from an electronics catalogue to the value of $100.00. Source the item on a range of online sites and find the best price. Make sure youhave calculated the price in New Zealand dollarsand included any shipping costs.   **Use** this [savings calculator tool](https://sorted.org.nz/tools/savings-calculator)to plan your saving/te whakaputu for a future goal/whāinga paetae. Adjust the amounts you put in to see whether you can add more to your savings/te whakaputu.  | **Create** an ad on goal setting/whāinga paetae that will appear on public transport or on a public transport route. Use [Thinklinker 10](https://sortedinschools.org.nz/sorted-resources/thinklinkers/%22%20%5Cl%20%22TextBlock_58%22%20%5Ct%20%22_blank) to help you.  **Create** an infographic explaining a process people can use before making a purchase.  |

 Learning experiences *continued*

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|  **Need it/Know it**  |  **Think it/Link it**  |  **Extend it/Defend it**  |
| **Define** the time frames for short-, medium-, and long-term goals/whāinga paetae.   **Describe** times when you have set and achieved short-, medium-, and long-term goals/whāinga paetae. **Read** [targets to shoot for](https://sorted.org.nz/guides/targets-to-shoot-for) and describe a personal saving/te whakaputu goal/whāinga paetae you have made for yourself. Transfer your goal/ whāinga paetae into the [Sorted goal planner.](https://sorted.org.nz/tools/goal-planner)  **List** ways that you can save money/moni.  |    |  |



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