**Exploring** Financial Identity through Social Sciences

Sharing and reciprocity

**This resource is to understand about Māori Tikanga practices such as kotahitanga (unity) and whānaungatanga (kinship) help to build intergenerational wealth and emphasise collective thinking.**

About this resource

This resource supports learners to understand what impacts on financial wellbeing.

View the Level 4 and 5 achievement objectives related to this learning experience [here.](https://sortedinschools.org.nz/api/v1.0/download?files=310)

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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**  |
| 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

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Managing my money

Debt





Goals

Saving

 Learning experiences

Financial matters, community, and culture are interconnected. Cultural practices and traditions shape people’s goals/whāinga paetae, ways of managing money/moni, expenses, and forms of income. Many cultural practices strengthen community and family ties, providing an important source of support for people facing financial or personal difficulties. Supporting members of family/whānau and the wider hapū, iwi, and other community groups is a way many people show care and gratitude.

Māori tikanga practices such as kotahitanga (unity) and whānaungatanga (kinship) help to build intergenerational wealth and emphasise collective thinking. Sharing of wealth is also evident in practices such as koha.



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| **Need it/Know it** | **Think it/Link it** | **Extend it/Defend it** |
|  |  |  |
| **Define** the following terms: * koha
* fa'alavelave
* tithing
* remittances
* charitable giving

**Watch** [**Culture Is a Beautiful Thing.**](https://www.facebook.com/cffc.org.nz/videos/pacific-voices%3A-culture-is-a/994324510717771/) **Discuss** ways that culture shapes Tala’s money/moni choices.**Discuss** the meaning of this whakataukī and how it relates to well-being:Ehara taku toa i te toa takitahi, he toa takitini.*Success is not the work of one, it is the work of many.* | **Interview** a person from a different cultural background about their values and beliefs related to money/moni. Prepare questions beforehand and record the interview. **Reflect** on who and what have shaped your own attitudes to money/moni and include this in the recording.**Read** this [**newspaper article**](https://www.stuff.co.nz/business/money/97540331/100000-maori-to-be-surveyed-on-their-attitudes-to-money)about the relationship between Māori identity and money/moni. **Discuss** the concept of collective wealth. **Compare** financial well-being as an individual with financial well-being shared by a group.**Read** [**this article on community finance**](http://www.scoop.co.nz/stories/BU1804/S00341/vaka-tautua-joins-community-finance-programme.htm). **Explain** the benefits of this service. **Explain** how plans for managing or saving/te whakaputu your money/moni help individuals, whānau, organisations, and governments to reach their goals/whāinga paetae. **Explore** somecollective approaches to saving/ie whakaputu, such as this [**iwi run savings scheme**](http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=11680586). **Investigate** whether there are any similar schemes in your community.Research and **explain** the concept of either tithing or giving to charity. **Explain** how giving money/moni to organisations benefits communities in New Zealand. **Read** [**Why my generation struggles with this loving Samoan tradition**](https://www.stuff.co.nz/life-style/90454636/why-my-generation-struggles-with-this-loving-samoan-tradition)**.** Create a Plus Minus Interesting (PMI) table that shows different points of views on fa'alavelave. **Investigate** the cultural practice of sending money/moni to families overseas and **explain** its value to communities here and overseas. | **Evaluate** what it means to live a wealthy life. Use [**Tinkercad**](https://www.tinkercad.com/search/?q=baskets) to createa digital kete. Add taonga that represent your interpretation of a wealthy life. Put related words, pictures, headlines, or photos in the kete.**Investigate** Māori businesses and initiatives in your community. Research how values and traditions of te ao Māori shape the way these businesses manage their money/moni, including the ways they work to support future generations. Create a resource that explains the purpose and value of practices such as koha, Christmas gift-giving, tithing, giving money/moni as a gift, and fa'alavelave.Watch [**Culture Is a Beautiful Thing.**](https://www.facebook.com/cffc.org.nz/videos/pacific-voices%3A-culture-is-a/994324510717771/) **Suggest** ways for Tala to manage her personal, family and community commitments. Include advice about saving/te whakaputu, debt/nama and managing money/moni. Remember to respect cultural traditions and personal choices. |

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