



Student Learning Plan

Master your financial future

When you're on top of your money – life is good. You have choices and feel confident to make smart financial decisions. This resource contains six activities designed to give you that financial confidence.




What you'll learn

You'll learn about savings, debt, goals, managing your money and even investing! You'll build ideas and make connections to real-life situations – *like how to survive a financial emergency.*



How each activity works

Each activity starts on a fresh page and a briefly explains what theme is covered. Depending on the activity, there are multiple levels to build your knowledge and understanding. These are labelled:

 Need it/Know it  Think It/Link it  Extend it/Defend it

The checkpoints at the end will prompt you to think about what you've learned and how you can evidence your learning with your teacher.

You can work through the activities in any order, but we recommend starting with **Activity 1** first.



Ready to go? Let's get started!

Activity 1

Get to know the key financial capability themes

In this activity you will learn about savings, goal setting, debt and investing. They are all things you will become familiar with in life, so making sense of these now will help you make more cents down the track.

View each presentation or infographic and answer the questions below.

ACTIVITIES



View the
[presentation on saving](#)

Explain what is meant by saving and list some ways to save.

Discuss how you save.



View the
[presentation on goal setting](#)

Define goal setting.



View the
[infographic on debt](#)

Explain what is meant by debt.

Discuss what the statement “some debt is good” means.



View the
[infographic on investing](#)

Explain what is meant by investing.



Checkpoint: What have you learned?

After viewing the PowerPoint or infographic on the four themes above develop your explanations to **include any new information you have learnt**.

You may want to use a **different colour font/pen** to show the difference between additional information.

Share your evidence with your teacher.

 **Activity 2**

Activity 2

Having goals doesn't mean you will have FOMO

Being mindful with money is a good strategy when you start earning money. The 'urge to splurge' can be strong! Yet there are heaps of ways to stay social and not suffer from FOMO or worry about keeping up with everyone else. There will be so many decisions to make – and some choices will be good for living Sorted, some less so. But which ones are which?

ACTIVITIES



Need it/
Know it

Read [this blog post](#) and use it to brainstorm what 'financial treats' you've made recently and were there any consequences?

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Define needs and wants and **list 10 recent purchases** (either from your bank account or your household). **Categorise** these as needs or wants and explain why you assigned them to each category.

&

Decide whether you would have bought these items if you had analysed whether they were needs or wants before your purchase.



Link it/
Think it

Explain how one can have 'financial treats' and still reach their financial goals. **Give one piece of advice** in your explanation.

&

Complete a [spending diary](#) using 10 recent purchases. Use the diary to identify areas for goal setting or possible savings.



Extend it/
Defend it

Create an ad on goal setting that will appear on public transport or on a public transport route. [Use Thinklinker 10](#) to help you.

OR

Create an infographic explaining a process people can use before making a purchase.



Activity 3

Activity 3

What's your money mindset?

One of the best habits we can get into is 'paying ourselves first' and making it automatic by setting up a savings plan. The more we get into saving, the easier it is to achieve our goals and get ahead.

In most cases, it's cheaper to save for things – a phone, a car, a holiday – than to go into debt to buy them.

Saving for the future also gives us more options later on and keeps us prepared for the unexpected. It's important to set realistic goals.

Savings plans often don't succeed because we're too ambitious. There are lots of ways we can be tempted to break our grand plan, so it's a good idea to leave a little bit of room in the saving plan. That way we can have the occasional splurge without sacrificing our hard-earned savings.

ACTIVITIES



Need it/
Know it

Describe your spending habits and identify whether you are a spender or a saver.

Use these prompting questions to craft your response:

Do you tend to save money or spend it?

Do you share your money with anyone?

What do you tend to spend money on?

Are you an impulse buyer or do you think carefully before spending money?



Link it/
Think it



Take the [Sorted money personality test](#)

&

Analyse the strengths and weaknesses of your money personality.
Explain how you might work to improve any areas of weakness.

OR

Analyse the money personalities of people in your home. Have them take the [Sorted money personality test](#). Did you accurately predict their money personalities?



Extend it/
Defend it



View [the interactive video: Smart Choices Hayleigh](#)

&

Imagine that a Y-Fone has just been released with eye retina recognition, photo and video self-editing features, and holographic printing capability. It's advertised as a "must-have" for every teenager.

Justify whether or not a teenager should purchase this product. **Evidence** of your justifications can be shown through calculations or written statements. PowerPoint, a Prezzi presentation or infographic are great modes to share your insight with others.

Activity 3

What's your money mindset?



Checkpoint: What have you learned?

Complete this [Supermarket Shopper interactive](#).

Share your results with your teacher, after completing this activity.

Be familiar with the following terms:

- Needs and wants
- Budget
- Income



Activity 4




Activity 4

Debt secrets every student should know

Debt comes in many forms – credit cards, hire purchase, car loans, personal loans, mortgages, and/or student loans. There’s no shortage of people out there wanting to lend us money! Borrowing money can seem like a quick fix but carrying debt can end up being a serious drag on our finances.

Just because we can afford the repayments doesn’t mean a loan is the best option. Getting into debt is quick and easy. Getting out is much harder and may take years. Deciding whether we can afford to borrow money to buy something involves more than just working out if the loan repayments are manageable.

ACTIVITIES

 Need it/ Know it	<p>Read Credit cards – credit card debt and management</p> <p>Read this Sorted blog about pay later options</p>	<p>Describe these purchasing methods and list at least one disadvantage and advantage of each method:</p> <p>&</p> <table border="0"> <tr> <td>1. Debit cards</td> <td>2. PayPal</td> <td>3. Hire purchase</td> </tr> <tr> <td>4. Layby</td> <td>5. A loan with no interest for one year</td> <td></td> </tr> </table>	1. Debit cards	2. PayPal	3. Hire purchase	4. Layby	5. A loan with no interest for one year	
1. Debit cards	2. PayPal	3. Hire purchase						
4. Layby	5. A loan with no interest for one year							
 Link it/ Think it	<p>Explain how credit cards work.</p> <p>Explain why knowing about debt before you borrow is important.</p>	<p>Explain the difference between good and bad debt.</p> <p>& View these images for ideas.</p>	<p>Discuss the advantages and disadvantages of using a debit card instead of a credit card for purchases.</p> <p>OR</p> <p>Analyse the money personalities of people in your home. Have them take the Sorted money personality test. Did you accurately predict their money personalities?</p>					
 Extend it/ Defend it	<p>Create a short video informing teenager about the advantages and disadvantages of:</p> <table border="0"> <tr> <td>• Credit cards</td> <td>• Debit cards</td> <td>• PayPal</td> </tr> <tr> <td>• Hire purchase</td> <td>• Layby</td> <td>• Buy now pay later options</td> </tr> </table>	• Credit cards	• Debit cards	• PayPal	• Hire purchase	• Layby	• Buy now pay later options	<p>OR</p> <p>Create a series of text message ads for a money app that supports teenagers to manage their money.</p>
• Credit cards	• Debit cards	• PayPal						
• Hire purchase	• Layby	• Buy now pay later options						



Activity 5

The 3 R's of investing: Risk, Return and the Right Mix

When it comes to investing, there are some key fundamentals.

So, let's take this moment to look at a fundamental of investing: how soon you need your money back.

This is hugely important for making decisions about where to put it for the long run.

Think of these basics of investing as a cycle to come back to repeatedly.

TO BE SUCCESSFUL INVESTORS, WE'LL NEED TO:

- Be clear and realistic on what you want to achieve
- Research, compare and review choices
- Find the right balance between risk and return
- Find the right mix of investments
- Don't put all your eggs in one basket
- Understand how investments grow and compound over time.



Continue



Activity 5

The 3 R's of investing: Risk, Return and the Right Mix

ACTIVITIES

Need it/
Know it

Describe 'Financial Wellbeing' in your own words.

Describe your values, attitudes, behaviours, and skills related to saving, spending and investment.

&

Read this [blog post](#) and use it as a jump off point to explore different types of investments.

&



Take the Sorted investor kick-start quiz.*

&

Describe the differences between:

- Understanding risk
- Saving or investing
- Getting a return your investment.

* If you don't have an income currently to support the quiz questions - you can use one of the personalities from the [Sorted in Schools character role cards](#).

Link it/
Think it

Analyse the strengths and weaknesses of your [investor personality](#). Explain why you have classified them this way.

&

Compare the interest rates offered for different saving options, for example, term deposits, shares, and KiwiSaver.

OR

Calculate the potential return (money earned from investment), or at least two types of investments. For example, savings accounts, term deposits, bonds or shares.*

* You can select a quantity to calculate return on investment or use 5% of one of Sorted in Schools character role cards personalities earnings.

Extend it/
Defend it

Evaluate the best short and long-term options for saving and investing. **Evidence** of your justifications can be shown through calculations or written statements. PowerPoint, a Prezzi presentation or infographic are great modes to share your insight with others.



Continue

Activity 5

Create financial peace of mind



Checkpoint: What have you learned?

Financial wellbeing is having a sense of security and feeling you're in control of your money. You have the freedom to make choices and the know-how to survive and thrive in challenging times.

Not having a plan can affect other aspects of your wellbeing, like your health. And we don't want that.

So, let's take what you've learnt and design your own financial wellbeing plan using the resources below to explore the impact of not having financial wellbeing plan.

1. **Download** the [Hauora resource and refer to section 3](#) to answer the following bullet points.
 - Discuss each of the dimensions of Te Whare Tapa Whā and describe how they are relevant to your everyday life.
 - Read about [financial shock](#) and [preparing your finances for a 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.
2. **Complete** [Table 3: The impacts of financial stress from Section 3](#) of the Sorted in Schools Health resource.
3. **Describe** how getting financial advice (in person or using online tools) can improve people's financial wellbeing.





More resources



Further your financial capability by using these additional resources from Sorted in Schools and Sorted...

Starter Pack

Party Planner

KiwiSaver – Pick a Path

Sorted's budgeting tool