

Course: “Digital Tax Education and Tax Payments”

Teens lessons

**T01: “Taxes: what is it in for me?”**

**Lesson Description**

**Representative image**

## Taxes: what is it in for me?

Transcript

Course menu
Glossary
Help

### 3.11 Luxury or bare necessities?

A way to ensure social solidarity is to DIFFERENCIATE the tax levels.

Listen to Alex and then press **Next** to continue.

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◀ PREV
NEXT ▶

<b>Title</b>	Taxes: what is it in for me?
<b>Brief description</b>	<p>The lesson is an autonomous on-line learning material. It is structured in 4 major section:</p> <ul style="list-style-type: none"> <li>Section 1 – What is this creature they call “tax”?</li> <li>Section 2 – Characteristics of taxes</li> <li>Section 3 – Making sense of taxes</li> <li>Section 4 – What if we didn’t pay tax?</li> </ul>
<b>Details</b>	<p><b>Purpose:</b></p> <p>Students shall have an interesting discussion about taxes and to understand their logic.</p>



	<p><b>Objectives:</b></p> <p>The lesson can prove to be a very useful as a resource teachers can recommend in preparation for a class on Ethics. The students can be provided with a list of concepts they need to follow throughout the lesson, such as:</p> <ul style="list-style-type: none"> <li>• What are the main characteristics of taxes?</li> <li>• What are taxes used for? Why?</li> <li>• How do you support social solidarity through taxation?</li> <li>• Are all taxes the same? What's the difference?</li> <li>• Why do we need both local and national taxes?</li> <li>• Who is responsible for paying taxes?</li> </ul> <p><b>Materials:</b></p> <p>Course "Taxes: what is in it for me?" Interactive whiteboard (or just an LCD projector)</p> <p><b>Vocabulary:</b></p> <p>taxes, taxation, local taxes, national taxes, social solidarity</p>
How to use this lesson	<p><b>Activity steps:</b></p> <p>The lesson can also be used as a consolidation activity, a homework assigned after teaching about taxes in class. The students can be asked to solve the quizzes and comment on some of the scenarios presented in the lesson, which match the discussions and the concepts taught in class. For example, the tasks could be:</p> <ul style="list-style-type: none"> <li>• Explain why the group of friends had to pay themselves for building a skateboard park.</li> <li>• Choose the taxation system you consider to be the fairest for tax payers and present the reasons you have based your decision on.</li> <li>• The Finance Minister decides everyone will access public services according to the amount of money paid as tax. Do you agree? Make out a case for your point of view.</li> <li>• How would a lack of tax funds affect our own <b>city</b>/town/village?</li> </ul> <p><b>Wrap up:</b></p> <p>The lesson can either be used as a whole, or teachers can use specific sections from the lesson, as they see fit. The average time for attending the entire lesson is estimated at 30 minutes.</p>
Category	Teens eLearning Lesson
Main target group	13 to 17 year olds
Related school topics	Economics, Ethics, English as a Second Language, Human Sciences