

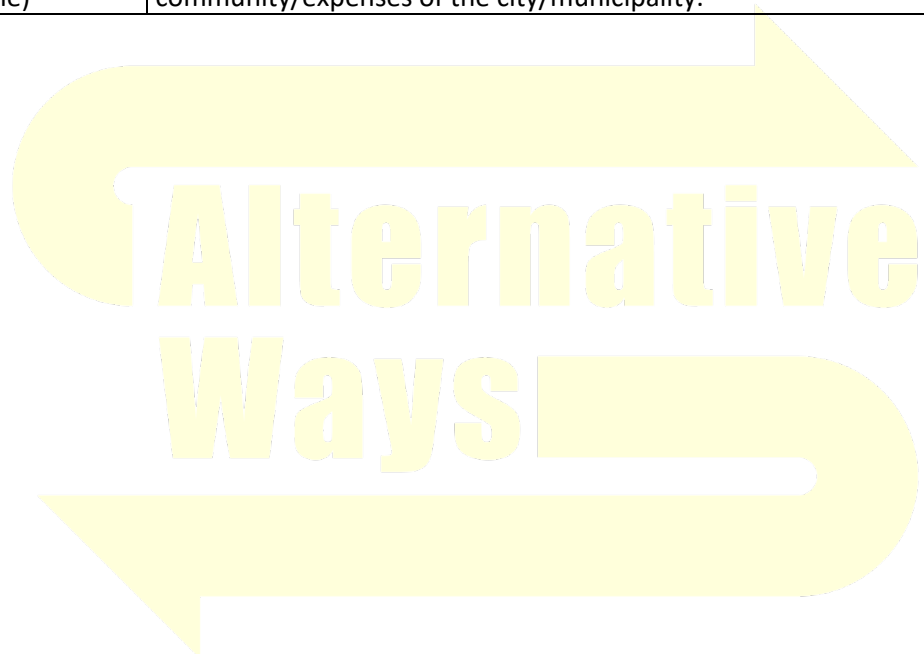
Title of the activity	WHAT WOULD YOU DO WITH TAX MONEY?
Description	<p>Imagine if participants had the authority to determine how tax money is spent. How would they allocate these funds?</p> <p>First step: introducing the tax system To explore this concept, we begin with an introduction to the tax system in their new country of residence.</p> <p>What is taxation, in simple terms? Not everyone pays the same amount, how does this work? How does the government decide how to spend tax money? To visualize this, you can look for a pie chart on a government website or you can use simple educational videos to inform the participants (for example originally made for pupils of primary or secondary schools).</p> <p>Second step: dividing tax money yourself The next step involves dividing the class into smaller groups, each comprising 4 to 5 members. Each group will be provided with printed pictures representing different areas that receive a significant share of tax money. These areas include defense, education, migration, social security, environment and climate, infrastructure, healthcare, police.</p> <p>Each participant will also receive ten printed fake ten-euro notes (or an equivalent when there is another currency). This exercise encourages them to consider how they would distribute these funds. Afterwards, the group members compare their choices, noting both commonalities and differences and discussing the reasoning behind their decisions.</p> <p>Third step: discussing the outcome with the complete group The subsequent step involves the entire class coming together to compare and contrast the differences in allocation among the various groups. The total amount of money spent in each area is tallied and displayed on the board. This exercise helps identify any trends or disparities in their collective decision-making. Participants can then discuss their observations: What stands out? Who agrees with the outcome, and who doesn't? What significant distinctions exist between their choices and the current government policy?</p> <p>Last step: how can you express your opinion to the government? Furthermore, they can explore ways to express their opinions to the government or parliament. Talk about the options: joining a demonstration/protest, sending a message to a member of parliament, becoming a member of a political party, becoming a member or attending a meeting of a trade union or another advocacy group etc. The boundaries might be high to become active, the first step might be just hearing about the options.</p> <p>If the participants have lower language skills, it's possible to facilitate shorter conversations, but the activity can still be executed effectively thanks to the visual materials provided (see below).</p>

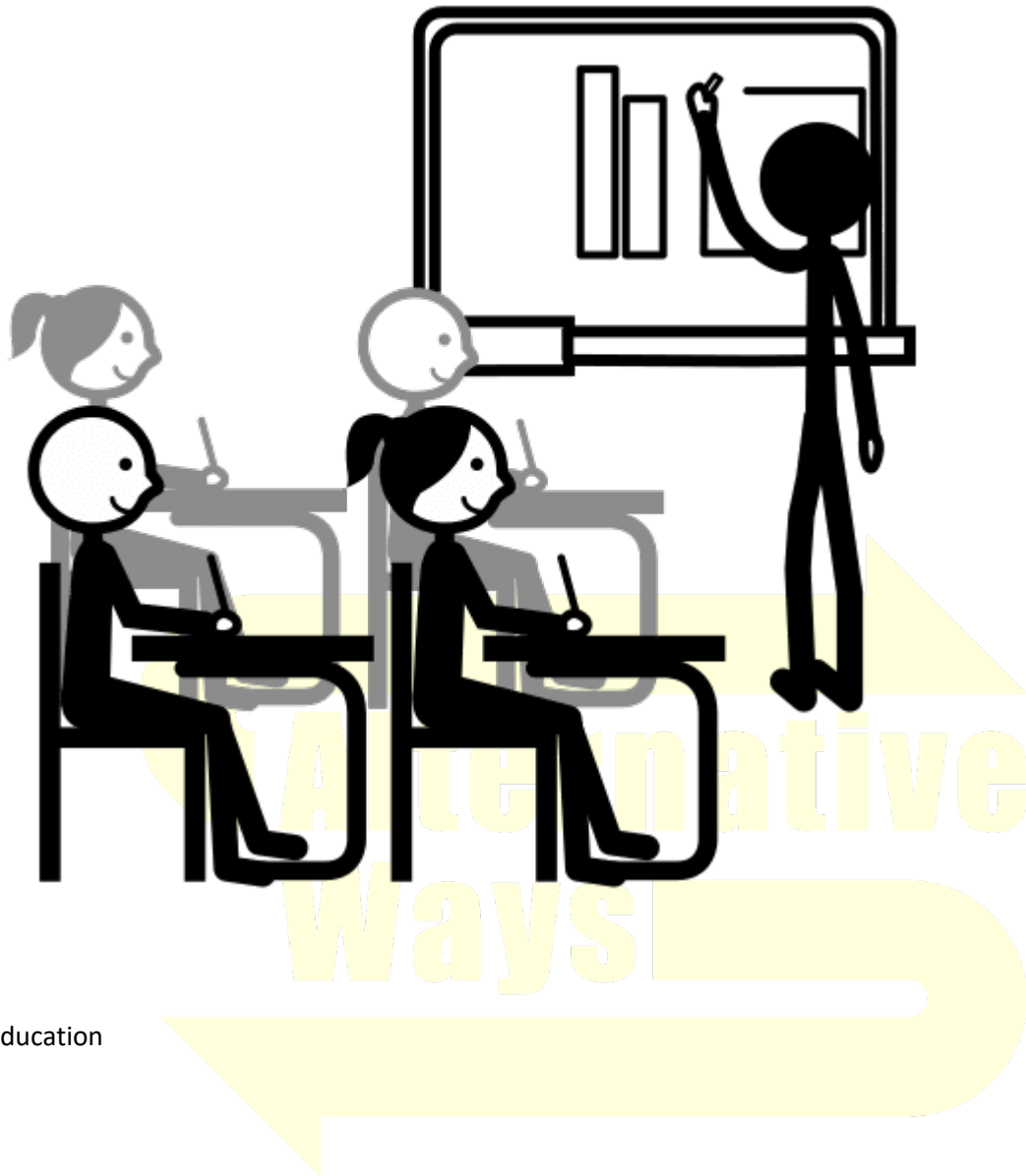


Aims	<ul style="list-style-type: none"> • Getting familiar with tax systems • Expressing your opinions • Sharing your arguments about your choices • Listening to and understanding other arguments (pros and cons of different choices) • Being introduced to a system that also influences their lives
Duration	1 hour
Number of participants	Small groups Large groups
Oral language level	Moderate Advanced
Main skills addressed	<ul style="list-style-type: none"> • Assertiveness • Collaboration • Cultural awareness • Share knowledge • Separate main points and side points <p>Language skills Speaking Listening Reading</p> <p>Interpersonal Skills Assertiveness Collaboration Responsibility Courage Decisiveness</p> <p>Cognitive and digital skills Critical thinking Cultural awareness Sharing knowledge Problem solving Separating main points and side points</p>
Why is this activity suitable for promoting civic participation and integration?	<p>They can get a taste of the complexity of making political choices.</p> <p>They will be more aware where money is coming from (often money that they receive personally and directly or is being invested in them).</p> <p>They might take a first step in being an active, political conscious citizen.</p> <p>They will get a sense of how they could express their opinion about the choices that the government makes.</p>
Link to website (if available)	
Type of activity	Teambuilding

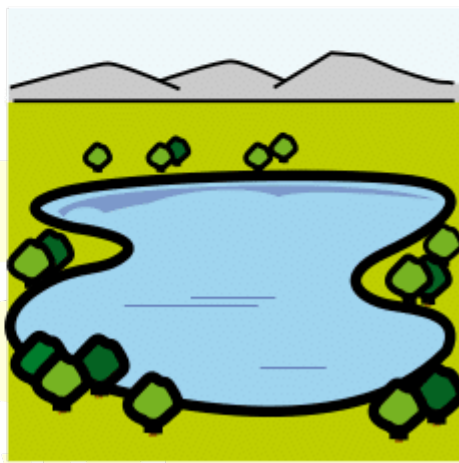
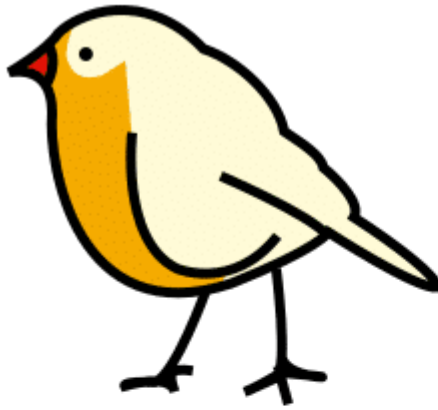


	Reflection
Suitable for how many participants (min. / max.)	4-20
Indication of duration of the activity	2 lessons of 1 hour 1 lesson of 2 hours Duration time 1 hour+
Indication of preparation (time, which material are needed)	Looking for material for the introduction (30 minutes) Preparation time Up to 1 hour Materials needed
Evaluation method (if applicable)	
Variations (if applicable)	It's possible to repeat the activity but then on the level of the community/expenses of the city/municipality.

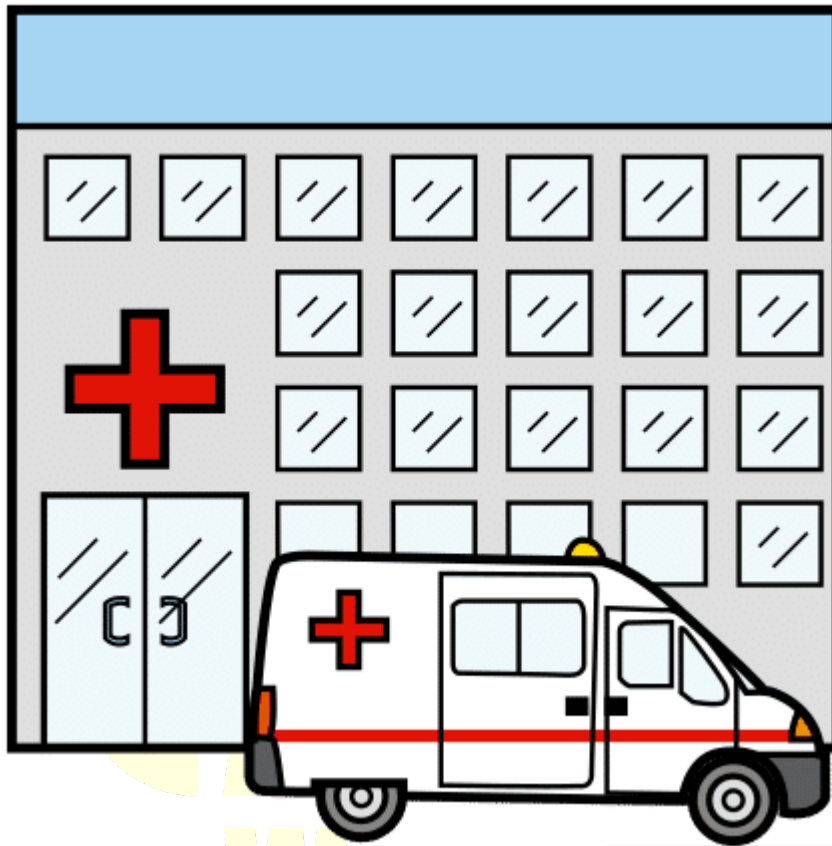




Education



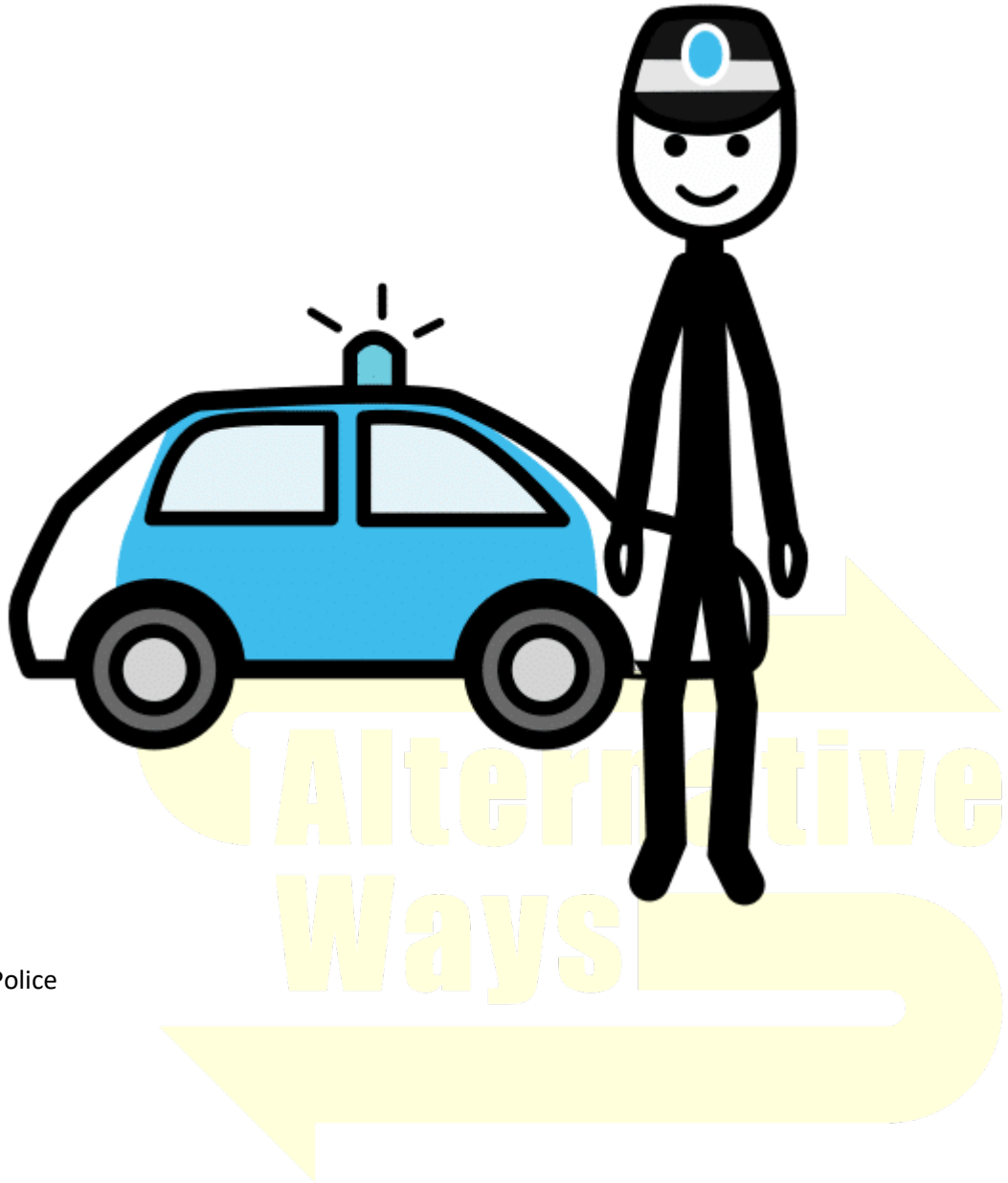
Nature and climate



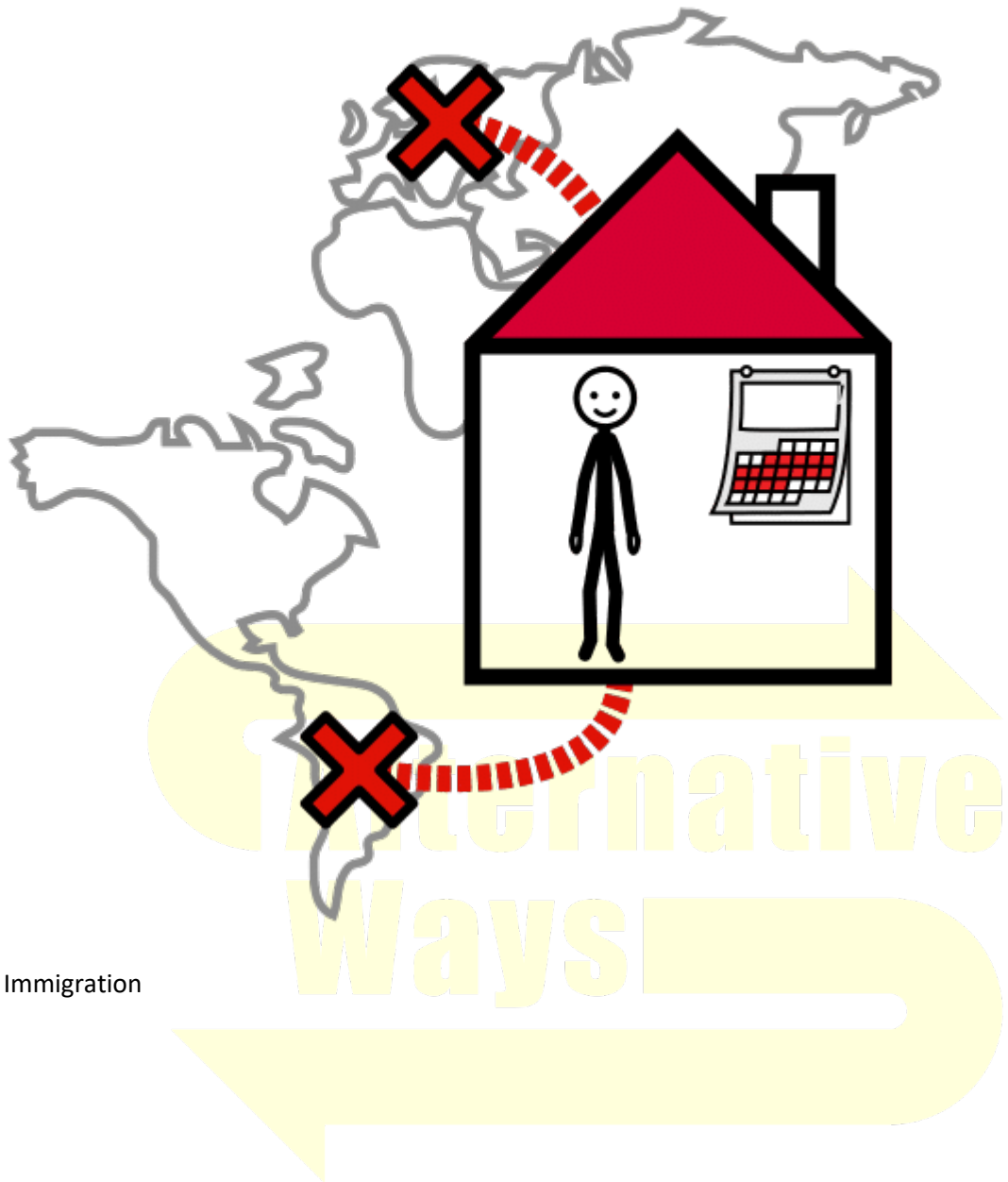
Health care



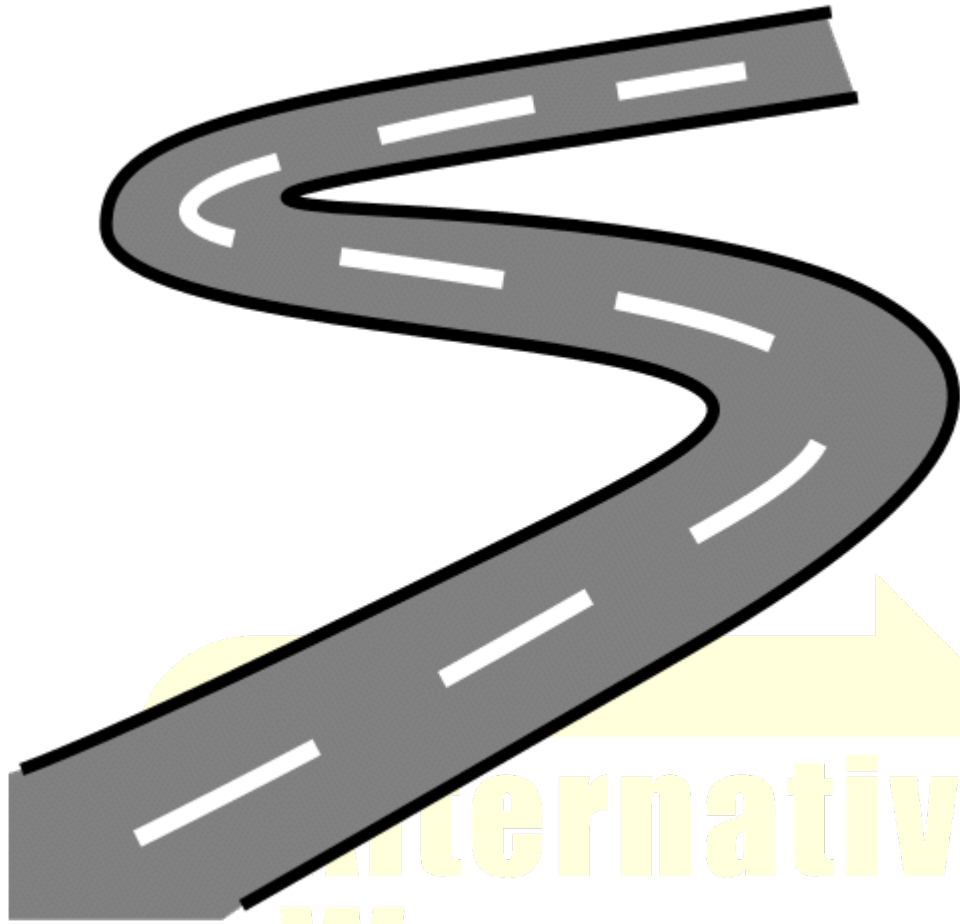
Army



Police



Immigration



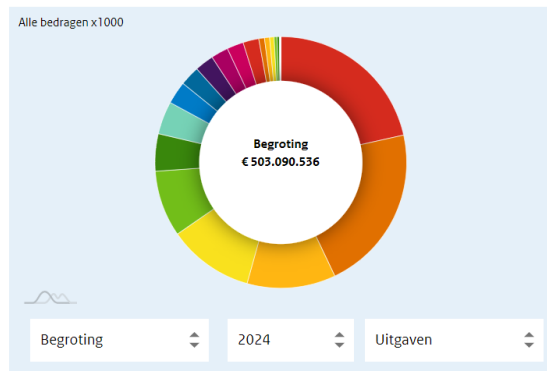
Infrastructure

Alternative
Ways



Social security

Example of pie chart in The Netherlands:



← Terug naar een niveau hoger



Begroting	€ 503.090.536
Volksgezondheid, Welzijn en Sport	€ 108.231.637
Sociale Zaken en Werkgelegenheid	€ 107.799.705
Financien en Nationale Schuld	€ 57.312.594
Onderwijs, Cultuur en Wetenschap	€ 55.466.660
Gemeentefonds	€ 42.873.720
Justitie en Veiligheid	€ 24.115.725
Defensie	€ 21.298.458
Infrastructuur en Waterstaat	€ 14.652.437
Buitenlandse Zaken	€ 12.790.108
Economische Zaken en Klimaat	€ 12.244.601
Binnenlandse Zaken en Koninkrijksrelaties	€ 11.200.030
Defensiematerieelbegrotingsfonds	€ 10.723.657
Mobiliteitsfonds	€ 10.245.581
Buitenlandse Handel en Ontwikkelingssamenwerking	€ 3.640.718

