



The taxation system and the principle of honesty



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- How honest are you? – Quiz
- Taxpayers' Charter and honesty – Visualiser
- Why should you pay tax? – Video
- Consequences of dishonesty – Group instructions
- Writing paragraphs in Economics – Model

Suggested activity sequence

Part A: Honesty

- 1 As a class, discuss the meaning of honesty. Invite students to give examples of honesty and dishonesty.
- 2 Students complete the *How honest are you? Quiz*.
- 3 Invite students to share their results or if they were surprised by them.
- 4 Use a *grouping strategy* to organise students into groups of 3 or 4.
- 5 Groups complete a mind map by following the *Group instructions*.

- 6 Post mind maps on the wall.
- 7 Conduct a *gallery walk* and allow groups to explain their mind maps to others.
- 8 As a class discuss the collective views of the consequences of dishonesty.

Part C: Honesty and the ATO

- 1 Display the *Visualiser* and discuss the rights and obligations of taxpayers in relation to the ATO.
- 2 Explain that some people cheat the system by either:
 - not declaring income
 - over-claiming deductions.
- 3 Play: *Why should you pay tax?*
- 4 Original groups brainstorm the consequences of cheating the tax system, drawing on earlier discussions around the consequences of dishonesty.
- 5 Use a discussion strategy such as a snowball discussion so that each group shares their findings with another group and so on, until the whole class is joined up in one large discussion.
- 6 Students write a paragraph explaining the consequences of people cheating the tax system for themselves, others, and broader society.

Refer students to *Writing paragraphs in Economics - Model*.