

#### Learning Outcomes: 3.4 and 3.5

**LO 3.4**  
Differentiate between different sources of government revenue and government expenditure

**LO 3.5**  
Examine the purpose of taxation from a financial, social, legal and ethical perspective

This resource illustrates possible teaching and learning approaches that may be employed to actively engage students with Learning Outcomes 3.4 and 3.5, while also being cognisant of current physical distancing requirements. Strategies can be combined and adapted to suit student needs and your schools context.

Note: This symbol:  means the text beside it is a hyperlink

## Generating Discussion

### Suggested Activity

Ask students to suggest possible sources of government revenue and how the government spends its money. Perhaps, through the use of Padlet, you could position revenues and expenditures under "Capital" and "Current" headings.



## Padlet / Mentimeter

Whole class discussion in a physically distanced classroom is not without its challenges. A conscious effort is required in order to be as inclusive as possible or to provide for a differentiated approach to include all learners. Using Mentimeter or Padlet are examples of ways to facilitate students' feedback to the whole class. This is a great way to provide for student voice.

## Show-me Boards

If students have their own individual whiteboards they can record their ideas and thoughts before holding them up to share with the teacher and/or to peers. Teachers may consider using a laminated blank A4 sheet, or a digital alternative, to ensure access to resources for individual students.



## Sharing Learning

### Suggested Activity

Ask students to individually list two ways in which society benefits from taxation. Student responses can be shared and collated on a flipchart or classroom whiteboard.

## Active Research

### Suggested Activity

From a given list, individual students rank what they think are the three largest sources of government revenue. They share their list with their group or partner to identify similarities or differences in their choices and discuss reasons why. Opportunities exist to extend this discussion through the whole class group.



## Think, Pair, Share ...Square\*

Students can reflect individually and write down their key ideas before sharing their thoughts with a physically distanced partner. Students should take note of any new ideas or thoughts expressed by their partner. Pairs of students may then possibly share their teams ideas or thoughts with another pair.

## Quizlet

Quizlet is a digital resource which allows the user to create flashcards. It is ideal for studying definitions and key terms. Definition of terms associated with economics is a great applied suggestion for the use of Quizlet.



## Effective Questioning

### Suggested Activity

The teacher creates a set of flashcards which requires students to sort items as examples of either current or capital revenue and expenditure.

## Peer Collaboration

### Suggested Activity

Students can create a written document which outlines their current understanding of each of the perspectives listed in LO3.5. Another student should review the work and provide written feedback. The resulting documents and ideas can form the basis of a wider discussion to achieve collective understanding



## Email and Shared Documents

Email allows students to communicate and share, review and assess work with teachers and peers. A group report or presentation can be drafted by one student and sent for review and editing, to another. Co-creating via apps such as Google Docs and Class Notebook in Microsoft Teams are ways by which real-time collaboration can take place.

## Screencast

Narrating PowerPoint slides and saving as a video is a very simple and straightforward way for teachers to create asynchronous learning moments for students. Likewise, students can use this in order to present their work remotely.



## Presenting & Sharing Learning

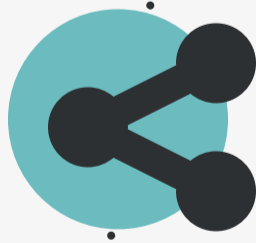
### Suggested Activity

Students create a five slide screencast outlining their understanding of the purpose of taxation from a financial, social, legal and ethical perspective. The presentation could contain an opening slide on the purpose of taxation and then four further slides, one for each of the perspectives.

## Sharing Stimulus Material

### Suggested Activity

Create QR codes which link to a number of recent news articles or Central Statistics Office (CSO) statistics, related to learning associated with LO 3.4 or 3.5. Students should read and summarise the stimulus piece and then share their insights with the other members of their expert group.

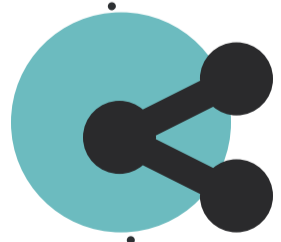


## Jigsaw Strategy\*

Teachers can make use of weblinks, e-books, news articles, QR codes etc. to provide students with stimulus material. Feedback to the group may need to be digital format rather than on a paper placemat. In a physically distanced classroom, it would be ideal for students to make use of a digital device to access and share information.

## Edpuzzle

Allows teachers to create, adapt and upload videos as part of their lesson. Teachers also have access to a bank of existing videos which have been created and shared by other teachers. Edpuzzle is useful for explaining topics such as the personal financial life-cycle.



## Sharing Stimulus Material

### Suggested Activity

Create or adapt a short video to explain any aspect of key learning associated with LO3.4 or 3.5. Upload it for sharing with students. If you are using Google classroom you can import your classes into Edpuzzle.

## Assessment

### Suggested Activity

Create a multiple choice quiz to assess key learning in LO 3.4 and provide opportunity for formative feedback. Note that the action verb 'examine' is used in LO3.5 and this might be difficult to assess in a multiple choice only test. Also, this kind of quiz may be better suited to ongoing assessment opportunities during the learning rather than at the end of the Unit.



## Online Quiz

Google Forms or Microsoft Teams offer great opportunities for teachers to create online, self-correcting multiple choice style assessment activities. These are easily created and can then be shared with students by generating a link, which students can access in order for them to complete the online quiz.