MOVE: Your Tax Dollar in Action
⏱**30 min**

MOVE

SUMMARY
Students discover how their federal tax dollars are spent through this fun out-of-their-seats challenge. They race to match each tax category, spending amount, description and included programs.

MATERIALS & PREP
- Deck 0: Cents
- Deck 1: Tax Day Categories
- Deck 2: Descriptions [optional]
- Deck 3: Programs [optional]

Print **one** copy of each deck if you want the whole class to collaborate together. This is better for smaller classes.

Print **two** copies of each deck if you want to divide the class into two competing teams. This is better for larger classes.

WHY IT'S FUN
Students race against the clock or each other

MOVEMENT TYPE
Match & Categorize
Students move to sort cards into the correct categories or pairings

ADDITIONAL RESOURCE
Teacher Tip Video

❖ **Teacher Tip:** A large space is ideal for this activity, like a hallway, cafeteria, or gym. Even though this is a race, remind your students to be careful as they move around. You can also eliminate the speed competition to increase safety.

Part I: Prepare the Game
A. **Print** out 1 or 2 copies of each deck you plan to use.
B. **Post the *Deck 0: Cents* cards** on the wall of your classroom from greatest to least. If you divide the class into 2 teams, post two sets, ideally on opposite walls.
C. **Plan how students will post cards** from *Decks 1-3* under each *Deck 0: Cents* card.
   a. Some ideas: tape, magnets, velcro, push pins, clear report cover sleeves

Part II: Play the Game
Round 1 -- Deck 1
 A. **Explain the game:** The numbers from *Deck 0: Cents* represent how much the federal government spends on each category, out of each $1 spent. Let students know they're either racing against the clock (whole class in 1 team) or against another team (2 teams).
 B. **Distribute *Deck: 1: Tax Day Categories*** to students (1 or 2 teams).
 C. **Students match the cards** from *Tax Day Categories* and *Cents*, when you say GO.
  a. Games with 1 team: start a timer
  b. Games with 2 teams: promote competition as they both work to match their cards.
 D. **Teams announce when they finish** and call you over to check the accuracy of their cards. If a team is the first to correctly match the cards, THEY WIN!
  a. If a team is incorrect, you may give them hints to help them correct their matches.
  b. Set a time limit: move on to Round 2 after 5 minutes if students have still not correctly matched the cards.

Possible Discussion Questions:
 1. What, if anything, surprises you about how the federal government spends taxpayer dollars?
 2. If you were in charge of the federal budget, which categories would you prioritize more/less? Why?
  a. What specifically would you spend more on in categories you increased?
  b. What specifically would you cutv from the categories you decreased?
 3. The data in this game is from the most recent tax year. Do you think the ranking from highest to lowest changes much between years? Why or why not?

Round 2 -- Deck 2 [optional]
 A. **Fix errors** from the previous round if any team doesn't have the cards matched correctly.
 B. **Explain** that students will now match *Descriptions* to the *Tax Day Categories* and *Cents*.
 C. **Distribute Deck 2: *Descriptions*** cards to the students (1 or 2 teams).
 D. **Students match the cards** from *Descriptions* to *Tax Day Categories*, when you say GO.
 E. **Teams announce when they finish** and call you over to check the accuracy of their cards. If a team is the first to correctly match the cards, THEY WIN!

Possible Discussion Questions:
 1. Are there any descriptions you don't quite understand? *If so, provide peer or teacher explanation.
 2. How do you think the federal government decides how to allocate its funds? Who makes the decisions?

Round 3 -- Deck 3 [optional]

A. **Fix errors** from the previous round if any team doesn't have the cards matched correctly.
B. **Explain** that students will now match *Programs* to the other cards. Each *Tax Day Categories* card will have 1-4 *Programs* that match, with most having exactly 3 *Programs*.
C. **Distribute *Deck 3: Programs*** cards to students (1 or 2 teams).
D. **Students match the cards** from *Programs* to the other cards, when you say GO.
E. **Teams announce when they finish** and call you over to check the accuracy of their cards. If a team is the first to correctly match the cards, THEY WIN!
   a. It will likely be difficult for students to get ALL of these correct. Have in mind a stopping point where you want to call the game.

Possible Discussion Questions:
1. Which of these programs have you heard about in the news? In what context are people talking about them?
2. If you could decide to defund any of these programs, which would you choose and why?

Part III: Students' Values

A. **Students move** to the *Deck 1: Tax Day Categories* card that they think is most important. Create a "chain" if there are multiple students in the same category, so everyone fits.

Possible Discussion Questions:
1. Explain how you made your choice for the most important Tax Day Category.
2. Why do you think our class's choices for the most important category are so similar/ different?
3. If all your parents completed this same activity, do you think they would have similar results? Why or why not?