

Lesson 2

The Federal Government's Budget



GUIDING QUESTIONS

- 1 How does the federal government serve Canadians through its expenditures?
- 2 How does the federal government bring in money to pay for its expenditures?
- 3 How do recent budget announcements affect me and my family?

OVERVIEW

The federal government makes important decisions to serve Canadians and to address important issues facing the country.

In this lesson, students deepen their understanding of the federal government's budget and its impact on them and their families. Students review the Government of Canada's main expenditures and sources of revenue, and analyze recent budget announcements. In the consolidation, students reflect on their new learning and the areas they want to see prioritized in the next budget.

LEARNING OUTCOMES

By the end of the lesson, students can:

- describe the federal government's main expenditures;
- describe the federal government's main sources of revenue; and,
- analyze recent spending announcements by the federal government.

Starter

The activities in this lesson involve creating a **schema chart** with sticky notes (using three different colours, if possible). In the ‘Starter’ activity, students are asked to activate prior knowledge about the federal budget and then add any new learning acquired during the ‘Essential Learning’ activities. Schema charts are helpful because they allow students to distinguish between information that is expanding upon something they already know and information that is brand new. In addition, schema charts offer an opportunity to correct misconceptions. The lesson activities are described as a classroom activity but could also be implemented in small groups.

1. Create a schema chart with a large paper or online tool such as Google Jamboard. It should have three sections or columns: “Existing Knowledge”, “New Learning” and “Misconceptions.”

2. Ask students what they already know about the federal government’s budget and write down each statement on a sticky note and put it under “Existing Knowledge.” Make sure to write all of students’ prior knowledge on sticky notes, even if you know the statement is incorrect. Any misconceptions will be addressed during the next set of activities. Add your own as well, including one misconception.

Suggested prompts:

- What programs/services are provided by the federal government to support Canadians?
- How does the federal government pay for its programs/services?

Essential Learning

The activities below are structured into a three-step format: watch the video, review related information through a trivia game, followed by adding notes to the schema chart for new learning. As an alternative or for asynchronous learning, ask students to watch the video independently and fill out the related assignment (available in Google Doc and Google Forms formats).

1. Review key concepts related to the **federal government’s budget** (revenue, expenditures, surplus, deficit).
 - a) Watch ‘[The Government of Canada’s Budget](#)’ video and have students create a ‘sketchnote’ to summarize the content. Sketchnotes are rich visual notes created from a mix of handwriting, drawings, and visual elements like arrows, boxes, and lines.

- b) Using Slide Deck A, review related information through a trivia game and discussion.
- c) Invite students to summarize their new learning and make notes on the schema chart.

TEACHER NOTE

- Use a different coloured sticky note for the “new learning” statements.
- If students are building on an existing knowledge statement, move the related sticky note to the “new learning” section and attached a new sticky note to it with the brand new learning.
- Throughout the activities, review students’ existing knowledge statements to identify any information that might be inaccurate or misleading. If a misconception has been discovered, move the sticky note to the “Misconception” section, and explain how it can be corrected or presented more accurately on a different coloured sticky note and attach it to the original note.

2. Review key information related to the **federal government’s expenditures** (transfers, program expenses, interest on the debt).
 - a) Watch ‘[The Government of Canada’s Expenditures](#)’ video and have students add to their ‘sketchnote’ from Step 1.
 - b) Using Slide Deck B, review related information through a trivia game and discussion.
 - c) Invite students to summarize their new learning and make notes on the schema chart.
3. Review key information related to the **federal government’s revenues** (taxes, EI premiums, crown earnings).
 - a) Watch ‘[The Government of Canada’s Revenues](#)’ video and have students add to their ‘sketchnote’ from Step 1.
 - b) Using Slide Deck C, review related information through a trivia game and discussion.
 - c) Invite students to summarize their new learning and make notes on the schema chart.
4. Review the announcements from Budget 2021 (Handout 2.1). Use the following guiding questions to analyze the information.
 - Which spending announcements do you agree or disagree with and why?
 - How do these announcements affect you and your family?
 - Are there any important issues that you think deserve more attention?

Consolidation

1. Review the schema charts and ask students to identify the most important new learning for them.
2. Show students the picture of the Prime Minister and Finance Minister of Canada (Slide Deck D) and tell them to imagine it is Budget Day 2022. Ask students to create a corresponding headline for the photo. The headline should reflect information from the lesson and represent what they want to see prioritized in the next budget. Afterwards, have students share their headlines with each other in small groups or through a gallery walk.

