

## Lesson 2: The Federal 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 announcements from Budget 2023. In the *Consolidation* activity, students reflect on their learning from the lesson and the issues they want to see addressed in the upcoming 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 will be 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 an 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 the 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 the 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 the information through a trivia game and discussion.
  - c) Invite students to summarize their new learning and make notes on the schema chart.

### TEACHER NOTES:

- *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 attach 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 the 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 the 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 2023 (Handout 2.1). Use the following guiding questions to analyze the information.
  - Which new spending announcements do you agree or disagree with and why?
  - How do these programs and changes affect you, your family and/or your community?
  - Are there any issues that you think are being ignored or deserve more focus in the budget?

## Consolidation

1. As a class, review the schema charts from the activities in the lesson.
2. In a whole class discussion, or in small groups, ask students to identify what they believe in the most important new learning for them, and to explain why.