

Stakeholder Advocacy: Provincial Budget Decisions

Social Studies (Revised 2013), Grade 5, Canada and World Connections

Overview

This lesson is designed to support the development of students' understanding of the provincial budget on people's lives (specifically in Ontario). Students investigate the financial implications of budgeting decisions related to the provincial budget.

Connections to Financial Literacy

Students develop an understanding of the effects of provincial funding and programs on people's lives and learn how they can assess the impact of budgetary decisions. They will critically assess the decisions made when creating a budget and assign "value" to those decisions.

Connections to Curriculum

Students gather and process information about the budgeting process, from the transfer payments made at the federal level to specific decisions which affect the daily lives of Ontarians. They will make arguments based on the data and their own understanding of value. The content focus is in the strand, *People and Environments: Aspects of Citizenship and Government in Canada*.

The curriculum expectations addressed in the lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson. Many supporting materials can be accessed through a hyperlink within the lesson.

Considerations for Planning

Students should have an understanding of the three levels of government and a basic idea of what it means to budget.

Students should also have some experience analyzing numerical data, specifically using bar and pie graphs (Mathematics – Data Management and Probability strand). Mathematics expectations will not be directly addressed in this lesson.

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Students will understand the ways that funds are collected (revenues) and spent (expenses) in the province of Ontario. Writing in role, students will take a perspective about provincial budgeting decisions.

Connections to Financial Literacy

Students explain how revenue is collected and spent by the Ontario government. They will begin to evaluate provincial budgeting decisions.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Social Studies: People and Environments: The role of Government and responsible citizenship

B3. Understanding Context: Roles and Responsibilities of Government and Citizens: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada

B3.2 describe the jurisdiction of different levels of government in Canada (*i.e., federal, provincial, territorial, municipal, and First Nation, Métis, and Inuit governments*) and some of the services provided by each (*e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries*)

B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (*e.g., services/issues related to transportation, health care, the environment, crime and policing*)

B3.4 describe different processes that governments use to solicit input from the public (*e.g., elections, town hall meetings, public hearings, band council meetings, commissions of inquiry, supreme court challenges, processes for granting easements*), and explain why it is important for all levels of government to provide opportunities for public consultation

Language (2006)

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Learning Goals

Students will:

- explain ways that the provincial government collects revenue
- identify services funded by provincial revenues

Sample Success Criteria

I can name types of revenue collected by the Ontario Government.

I can identify services provided by the Ontario government with the revenue collected.

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Considerations for Planning	
<p>Readiness</p> <p>Students should:</p> <ul style="list-style-type: none">• know the levels of government (i.e., federal, provincial and municipal)• have knowledge of shared funding (federal, provincial, and municipal governments) for services• know about taxation• know services provided by the governments• be able to read various graphs (bar, pie) <p>Terminology</p> <ul style="list-style-type: none">• Revenues/expenses• Government services• Balanced/unbalanced budget• Income tax• Sales tax• Property tax <p>Note: Consider creating a Word Wall to support understanding of terms.</p>	<p>Materials</p> <ul style="list-style-type: none">• Handout: Ontario Revenues• Handout: Ontario Expenses• Teacher Reference Charts <p>See www.fin.gov.on.ca</p> <ul style="list-style-type: none">- Composition of Revenue- Composition of Total Expenses <ul style="list-style-type: none">• For a list of the responsibilities of federal, provincial and municipal governments see: www.yourlocalgovernment.com/ylg/govinont.html <p>For teacher's reference, background information and video clips on the budget consultations can be found at http://osbc.civix.ca/</p>

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Minds On	Connections								
<p><u>Whole Class Discussion → Roles and Responsibilities in Schools</u> Begin with the questions:</p> <p>Who is responsible for events that occur in our school? How are responsibilities for the school shared among different roles (e.g., principal, teachers, students)? Are there some school events, which are of greater responsibility to some than others?</p> <p>Fill out the chart below (copy on to chart paper; sample responses given):</p> <table border="1" data-bbox="285 772 1052 1024"> <thead> <tr> <th>Role</th> <th>Responsibility</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td><i>School wide events</i></td> </tr> <tr> <td>Teachers</td> <td><i>Classroom events Field trips</i></td> </tr> <tr> <td>Students</td> <td><i>Bringing permission forms</i></td> </tr> </tbody> </table> <p>Who, out of the groups above, would have responsibility for money and in what way (e.g., Principal for the school budget, teacher for managing and collecting funds for trips/other, students for managing their own expenses)?</p> <p>How do you think decisions about money are made in the school? (sample answers: the principal with others looks at how much money is available and what expenses there are for the year.) What would happen if they didn't have enough money to cover all of the expenses? (sample answers: they could contact the board asking for special funding, they could give less money to groups in the school)</p>	Role	Responsibility	Principal	<i>School wide events</i>	Teachers	<i>Classroom events Field trips</i>	Students	<i>Bringing permission forms</i>	<p>Tip Consider inviting a guest speaker to talk about budgets, e.g., a bank manager, the principal, a parent, a financial advisor, an MPP, a local councillor.</p>
Role	Responsibility								
Principal	<i>School wide events</i>								
Teachers	<i>Classroom events Field trips</i>								
Students	<i>Bringing permission forms</i>								
Action!	Connections								
<p><u>Whole Class → Review of Terms, Understanding Concepts</u> Re-activate prior learning by asking:</p> <ul style="list-style-type: none"> • What are revenues and expenses? • What does it mean to balance a budget? Why is this important? • Is it always necessary to balance a budget? • When we do not have enough money to purchase something we need, what options are open to us? <p>In a guided discussion, focus on how the Government of Canada participates in sending “transfer payments” to all the provinces. Share with students “Ontario Revenue” handout and focus on the sources of revenue for the province.</p> <p>Then, have a brief discussion about how the Ontario Government</p>	<p>Note: Remind students that different levels of government (federal, provincial, and municipal) pay for different services</p> <p>Assessment: Assessment for Learning Observations during class discussions</p> <p>Differentiated Instruction:</p> <p>Note: The intent is that students examine the</p>								

has a budget that includes revenue and expenses:

- What are some of the types of revenue collected by the Ontario Government to fund the budget?

As a class, create a list of the major areas on which the Ontario government spends its funds (include: Health, Education, Children's and Social Services, Environment, Debt interest, Post-secondary education, Justice, governance).

Note: Create a list of all the expenses according to "Ontario Expenses" sheet, written out on chart paper or printed. Many of the terms will need explanation.

Now provide a list of the official 8 expense categories.

Students return to their groups and rank order these services twice. The first list ranks the services in terms of importance (i.e., rank order how the government SHOULD spend funds), The second list ranks the services according to where they think the government spends the most money (i.e, a rank ordered list of how they think the government does spend money).

Short discussion with elbow partner:

Were your lists different? If so, why were your lists different? Why do you think the government has different budgeting priorities than you do?

Designate areas of the classroom to correspond to each government service provided on the on the class-created list. Students move, to the area that represents the service they believe receives the most funding from the Ontario government, then the second most, and then the third most. After each rotation, students tell why they chose that service.

Questions to guide discussion:

1. What makes you think the three services you chose are the top three expenses in Ontario?
2. Do you think the collected revenue is shared fairly between all the services? Why or why not?

Small Groups → Reading Graphs

Distribute copies of both handouts, "Ontario Revenue" and "Ontario Expenses".

With an elbow partner, students discuss:

- What do the graphs tell us about how the government spends money?
- What do the graphs tell us about revenues for the province?
- Students share three insights about the revenue and expenses graphs.

graphs to see where the largest expenditures are made rather than learning specifically about the services provided in each area. Discussion about some reasons behind the expenditures should be addressed.

Assessment :

Assessment of Learning

Observe students'

responses when comparing the revenue and expenses graphs

Additional questions for consideration:

- Do the revenues match expenses?
- What are the priorities of the Ontario Government? How do you know?
- Which services have the most funding? Do you agree with where the Ontario Government spends the taxpayers' money? Why or why not?
- Why do you think the Government funds the health and education services more than other services?
- Were your top three choices correct?

Whole class discussion

Have a brief class discussion about the term "stakeholder". What is a stakeholder? Why do governments listen to stakeholders?

Small Group → Brainstorm

Students break into small groups, one for each of the expense categories other than interest on debt (i.e., health, education, children's and social services, environment, resources and economic development, post-secondary education and training, and justice). In their small groups, students brainstorm the "stakeholders" for their expense category. What would be the positions of the different stakeholders regarding funding? Would all stakeholders agree?

Consolidation

Connections

Individual Practice → Critical Thinking and Opinions

Whole Class – Co Construction of Success Criteria
 As a class, co-construct a list of success criteria for effective stakeholder advocacy. If a stakeholder wanted to make their views known to the government about funding priorities, what would make their communication most effective:

- Sample success criteria could include:
- Directed to the correct level of government
 - Based on stakeholder perspective
 - Is based on correct information
 - Uses respectful language
 - Uses clear, direct, persuasive language
 - No spelling or grammar errors

Students will advocate for their position on a budget issue using the following RAFT framework.

Role	Audience	Form	Topic
Doctor	Premier of Ontario	Letter	Why health care funding should be increased.
Grade 5 Student		Town hall meeting deputation (speech)	Why education funding should be increased.
Social Worker		Visual presentation (e.g., prezi, powerpoint presentation)	Why children's and social services funding should be increased.
Environmental Activist		Brochure	Why funding for the environment should be increased.
University Student		Web page	Why post-secondary funding should be increased.
Judge		Casual conversation	Why funding for justice should be increased.

Students prepare a first draft of their product and share with two peers who will assess each others' work according to the co-constructed success criteria.

Students will revise their product based on feedback and then submit for assessment OF learning.

Assessment:

Assessment **for** learning
 Determine whether students understand the nature of advocacy and stakeholder perspectives, based on their ability to co-construct success criteria.

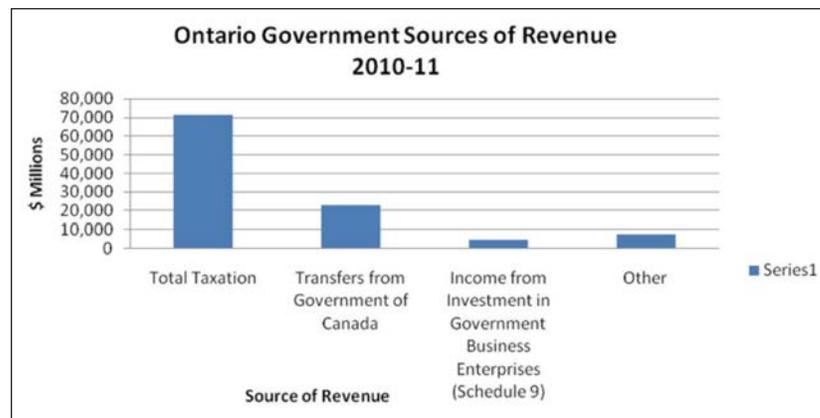
Differentiated Instruction:

The RAFT framework provides choice and students can be led to an appropriate task according to their individual interests. Students can choose different forms within the RAFT Framework to suit their interests and communication modes of strength. They should not feel confined to the form that corresponds to the role they have selected.

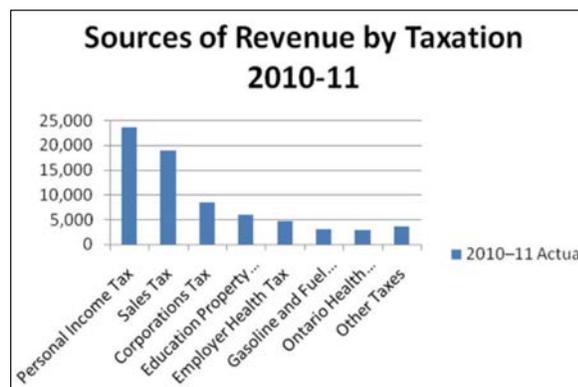
Ontario Revenue

2010– 2011 Revenues (Schedules 1 and 2)
(\$Millions)

	Actual
Personal Income Tax	23,624
Sales Tax	18,813
Corporations Tax	8,383
Education Property Tax	5,913
Employer Health Tax	4,733
Gasoline and Fuel Taxes	3,060
Ontario Health Premium	2,934
Other Taxes	3,687
Total Taxation	71,147
Transfers from Government of Canada	23,041
Income from Investment in Government Business Enterprises(Schedule 9)	4,566
Other	7,904
Total	106,658



Source:http://www.fin.gov.on.ca/en/budget/paccts/2011/11_cfs.html#operations

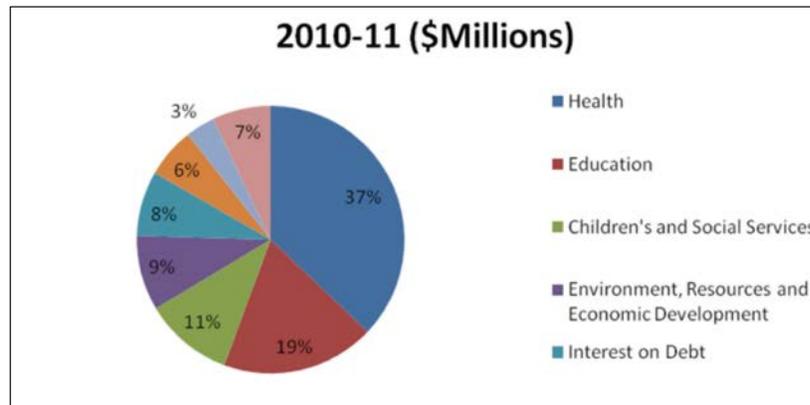


Ontario Expenses

2010– 2011 Revenues (Schedules 3 and 4)
(\$Millions)

	Actual
Health	44,773
Education	22,372
Children's and Social Services	12,993
Environment, Resources and Economic Development	10,919
Interest on Debt	9,480
Post-Secondary Education and Training	7,317
Justice	4,270
General Government and Other	8,545
Total	120,669

Source: http://www.fin.gov.on.ca/en/budget/paccts/2011/11_cfs.html#operations



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Curriculum Expectations

Social Studies, History and Geography (Revised 2013), Grade 5	
People and Environments: The role of Government and responsible Citizenship	
Overall Expectations	Specific Expectations
<p>B3. Understanding Context: Roles and Responsibilities of Government and Citizens: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (FOCUS ON: <i>Significance</i>)</p>	<p>B3.2 describe the jurisdiction of different levels of government in Canada (<i>i.e., federal, provincial, territorial, municipal, First Nation and Métis governance; the Inuit Tapiriit Kanatami</i>) and some of the services provided by each (<i>e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries</i>) Sample questions: “Which level or levels of government provide funding for public libraries?” “Which level of government has the responsibility for education? Why?” “What is the jurisdiction of a band council?”</p> <p>B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (<i>eg., services/issues related to transportation, health care, the environment, and/or crime and policing</i>) Sample questions: “What is the relationship between the provincial and federal governments in the area of health care?” “Why are there both provincial and federal ministries of the environment or natural resources?” “Why must different levels of government cooperate in addressing Native land claims?”</p> <p>B3.4 describe different processes that governments can use to solicit input from the public (<i>e.g., elections, town hall meetings, public hearings, band council meetings, commissions of inquiry, supreme court challenges, processes for granting easements, referendums</i>), and explain why it is important for all levels of government to provide opportunities for public consultation Sample questions: “How might a city government solicit the opinions of residents?” “What is a royal commission? How does it provide an opportunity for members of the public to provide input on an issue?”</p>
Language (2006) Grade 5	
Writing	
Overall Expectations	
<ol style="list-style-type: none"> 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience 2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience 	