

Topic: Government spending and taxation

Lesson 2: Government spending	KS or Year Group: Year 8/9
Resources: <ol style="list-style-type: none">1. Resource 1 – We get...2. Resource 2 – I would like...3. Resource 3 – Over to you...	Objectives: <ul style="list-style-type: none">• Pupils can recognise that the government has to think hard about how to spend its money.• Pupils can discuss the fact that there is a difference between wanting money from the government and 'needing' it.

National Curriculum

Key Concepts: 1.1b, 1.1d, 1.2a, 1.2b, 1.2c, 1.3b

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d

Range and Content: 3c, 3e, 3h

Curriculum Opportunities: 4a, 4b, 4c

Lesson

Pupils refer back to the eight characters from the previous lesson. They use these characters' stories to assess the situations in which eight new characters find themselves. These new characters are hoping to receive money from the government. It is up to the pupils to decide whose cases make them worthy of government expenditure.

Pupils discuss the difference between wants and needs in relation to the eight characters who already receive government benefits/funding. Pupils explore the stories surrounding the eight additional characters. Pupils decide who (if anyone) should be allocated money.

Starter

- Lesson objectives and outcomes are shared with pupils.
- Pupils are given copies of **Resource 1 – We get...** and are reminded that they saw this sheet last lesson.

Government spending

- Pupils quickly re-read the sheets. The teacher asks them to be ready to point to a character (or characters) in response to a series of statements.
- Suggested statements are:
 - Point to someone who receives government funding because of his/her special needs.
 - Point to someone who receives government funding because of not living with his/her parents.
 - Point to someone who receives government funding because of his/her age.
 - Point to someone who receives government funding because he/she is poorer than most people.
- A quick debate should follow:
 - Is it hard or easy for the government to decide who should receive money?
 - Is there a difference between wanting and needing money from the government? If so, how can you tell the difference?
- Those pupils who commented are thanked by the teacher with reference to impressive words or phrases that they used.

Main activity

Activity 1:

- Each pupil is given a copy of **Resource 2 – I would like....**
- Pupils are briefed that they will pretend to be politicians for this activity. While playing politicians they will have to decide which of the eight new characters deserve(s) access to government funds. They will tick or cross each box accordingly.
- It should be stressed that there are no right answers and that some pupils might not want to allocate money to any of the characters (whereas others might want to provide money for all of them).
- Volunteers are asked to read out the instructions and the characters' stories.

Activity 2:

- Several volunteers are chosen to explain why they wanted to allocate funding to/reject certain characters.
- The class votes for the pupil who gave the most interesting reason for his/her decisions.

Plenary

- Pupils are given copies of **Resource 3 – Over to you....**
- Pupils are told that they are going to take part in some role-play about making decisions about government funding.
- A few volunteers read out the information on the sheet.
- Pupils work through the sheet (ignoring the table at the bottom for the time being). They jot down their ideas on scrap paper and take it in turns to play one of the characters/an MP.
- Pupils should be reminded that they do not *have* to choose a character from **Resource 2**, as they can make up their own characters. For example, a new character could be a single parent who wants access to government money in order to go on a plumbing course or an ex-prisoner who wants to access government funds in order to go to university.
- A few groups are chosen to perform their role-plays. The teacher can play the MP if desired. At the end of each performance, the MP should decide whether or not the character deserves some money. The audience should then be asked to vote about whether they agree with the MP. (It might need explaining that MPs cannot personally hand over money or make financial decisions single-handedly.)
- During the performance, the audience should fill in the table at the bottom of **Resource 3**. (Score the character that is appealing for money.)
- After each performance, a volunteer should give their verdict and score. A model answer might be ‘I gave Kathie 26 out of 50. Her argument about needing money wasn’t that persuasive because she wanted the money for something she could have easily bought for herself. She got 7 for the second column. I didn’t give her 10 because she knocked the glass off the table. She got 3 for performance length because it went on too long and got boring. Her volume was great. I could hear her from the back! Her eye contact with the MP was not very good. She only looked at her once.’

Aim high

- During the starter, high-achieving pupils should take part in the debate.
- During the main activity, high-achieving pupils should justify why they feel certain characters do(n’t) deserve money.
- During the plenary, high-achieving pupils should score at least 35 out of 50 for their performances.

Government spending

Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

Level 5:

Pupils can consider what is fair in terms of the allocation of government funds.

Pupils can communicate their ideas clearly in terms of the difference between wants and needs.

Level 6:

Pupils can describe some of the influences that shape politicians' opinions about government expenditure.

Pupils can explain the impact that decreasing/increasing the UK's government expenditure might have.

Level 7:

Pupils can evaluate how useful it is for politicians to discuss with the public how money should be spent.

Pupils can explore the origins of other pupils' opinions about government expenditure.

Level 8:

Pupils can make perceptive observations about how (anonymous) local citizens' lives are affected by government expenditure.

Pupils can ask challenging questions about whether access to state benefits should be classed as a right or as a privilege.

Check the web

www.direct.gov.uk

Summary of key learning

- Pupils can understand why some people feel that they need financial assistance.
- Pupils can empathise with MPs in terms of deciding which groups of people might merit access to government funding.

Resource 1 – We get...

I'm Dave. I've got a free laptop because I'm dyslexic.

I'm Chie. I get a pension because I retired recently.

We're the Jones family. We get child allowance because Bradley is seven.

I'm Zesh. I have a free assistant to take notes for me at university because I am hearing impaired.

I'm Connie. I get money towards clothing because I live in a foster home.

We're the Cooper twins. We do our 'A' levels for free because we're 17.

I'm Nate. I get free school dinners because my mum does not have much money.

We're Jane and George. We get free bus travel because we're four.

Resource 2 – I would like...

Imagine that you are a **politician**. Today you are going to meet the eight people below and listen to their stories. You are then going to decide who to **give some money** to and who to **reject**.

Think carefully before you make up your mind.

- Who sounds like they **really need** some money?
 - Can you explain **why**?

<p>1. My parents never really look after me properly and so I feel lonely. I would like to qualify for a free dog from the government. I would also like some money to feed my dog and pay its vet bills.</p>	<p>2. I am due to get married next summer and I would like to go to the Caribbean to have a beach wedding. I only earn minimum wage so would like the government to give me some money to make my dream into a reality.</p>	<p>3. I help my family to run fairground rides so I spend a lot of the year travelling. Teachers visit my mobile home to educate me. I would like a free phone from the government so that teachers can talk to me about my homework.</p>	<p>4. I have just been told that I'm morbidly obese (in other words I am dangerously overweight). I would like the government to provide me with a professional trampoline for my garden so that I can get fit.</p>
<p>5. I do not have a job at the moment. I would like the government to provide me with a free car so that I can travel to job interviews more quickly. It would also give me the chance to look for jobs outside of my village.</p>	<p>6. I have had to wear glasses since the age of four. Now that I'm 15, I am fed up with having unfashionable frames. I would like the government to give me some money so that I can buy some Prada glasses.</p>	<p>7. I get bored quite easily because I don't have any brothers or sisters. I would like the government to give me a computer so that I can play games at night. If there is any money spare I would also really like an iPod.</p>	<p>8. Some people in my sixth-form class have started bullying me because my dad is gay. I would like to organise a gay-rights assembly at my school. I would appreciate some money from the government so that I can invite some gay celebrities.</p>

Government spending

Resource 3 – Over to you...

You are going to pretend to visit your local MP to ask him/her for some money.

You can be either:

- one of the characters from Resource 2 (give him/her a name) *or*
- an imaginary character of your choice (give him/her a name).

Jot down some ideas. How are you going to try to **persuade the MP** that you should have access to some money?

Practise trying to persuade the MP by working with a friend. You can take it in turns to play the MP.

How well did the other pupils work? Give a score out of 10 for each category.

Name (and total score)	Persuasive argument?	Safe and sensible behaviour?	Performance length?	Volume?	Eye contact with MP?
Kathie (26)	5/10	7/10	3/10	9/10	2/10