



Key Stage 3

National Budget Review

Lesson Plan

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NATIONAL BUDGET REVIEW

Objectives

By the end of the session, students would be able to:

- Explain the Role of Parliament in the National Budget Process.
- Understand the Components of a National Budget.
- Think critically about how the national budget is allocated and reviewed.

Curriculum Link

Social Studies Curriculum Strand 5: Governance and Citizenship (Grade 7, 8)

GC 3.1: Demonstrate understanding of the electoral process in the Maldives and the structure and functions of the government of Maldives.

Success Criteria

Students are able to:

- Explain the Role of Parliament in Budget Governance and outline the stages of the budget cycle.
- Define key budget-related terms such as revenue, expenditure, surplus, deficit.
- Identify and think critically about the categories of expenses in the government.

Setting or Resources required

- Download a recent budget leaflet from www.budget.gov.mv (an official website of Ministry of Finance)
- PPT Slides "Budget Review"
- Factsheet "Budget review"

Introduction (10 minutes)

Ask students a few questions to set the stage for the topic. For example:

What is a budget?

Have you ever had to stick to a budget?

How did you decide what to spend on and how much to spend?

What's the most challenging part of keeping a budget?

What is the national budget?

What kinds of things does the government spend money on?

Where does it get the money from?

Activity (25 minutes)

Build students' knowledge on the topic by going through the 'Budget Review' slides on the projector. Look at a recent budget summary or budget booklet on www.budget.gov.mv website by the Ministry of Finance. Familiarize with budget terms like Revenue, Expenditure, Deficit, Debt. Observe how the budget is distributed to the different sectors or functions of the government.

Next, show the class the list of categories of government expenses on the slide.

Individually on a piece of paper or their notebooks, ask students to score the categories of expenses in order of least important (Score = 1) to most important (Score = 10) based on their own opinion.

After about 5 minutes, let them compare their answers with a partner.

In pairs, ask them to discuss the following;

Did your partner score the categories similarly or different than you did? Explain to each other your justifications.

What category do you think the government spends the most money on now? Why?

What category do you think they should spend the most money on? Why?

Closure (5 minutes)

Ask students what they learnt from the session. What is something new they learnt? What is the most difficult thing about making a budget and sticking to it?

Explain the crucial role the parliament plays in governing the national budget (representing the public to prioritize their needs, ensuring the government's decisions align with those needs, and maintaining transparency and accountability in the use of public funds)