



## Government & the Economy | Lesson Plan

When does government help the economy—and when does it get in the way?

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Students will understand that the government plays multiple roles in the economy (buyer, supplier, monetary body, and regulator), and that each role involves trade-offs that can affect people, businesses, and economic outcomes

### Learning Objectives:

- Explain the four roles the government takes in the economy (buyer, supplier, monetary body, regulator).
- Define and apply key vocabulary (buyer, supplier, monetary body, crowding out, regulator) accurately in speaking and writing.
- Analyze the trade-offs described in the transcript, including how government spending/borrowing and regulation can create both benefits and costs.
- Distinguish between government roles by classifying real-world scenarios and justifying the classification with evidence from the video.
- Summarize the central idea and supporting points in a clear, well-organized informational response appropriate for a high school audience.

### Key Vocabulary:

- **Buyer:** When the government acts as a customer, by spending money on workers, goods, and services.
- **Supplier:** When the government provides public goods and services used by everyone, particularly when private markets do not provide them adequately.
- **Monetary Body:** An institution that manages a nation's money supply. Governments often perform this role by changing how money moves through the economy, by either distributing payments or borrowing and spending to fund social programs.
- **Crowding Out:** When government borrowing reduces the funds available for private borrowing, making it harder for businesses to borrow for growth and hiring.
- **Regulator:** When the government sets rules and enforces standards and laws meant to protect people.
- **Trade-offs:** Giving up one option to get another because time, money, and resources are limited.

**Educational Standards:** CCRA.R.7, CCRA.R.10, CCRA.W.2, CCRA.W.4, CCRA.W.7, CCRA.SL.1, CCRA.SL.2, CCRA.L.6

**Academic Subject Areas:** Economics,

### What You'll Need

- Video: *Ca\$h Cour\$e: Government & the Economy* (Watch [Here](#))



Scan to watch episode:

- Worksheet: *Ca\$h Cour\$e: Government & the Economy* (Click [Here](#))
- Classroom whiteboard and dry-erase markers (or use a technology solution if available).

## Lesson Plan (50 mins.)

### Warm-Up: (10 mins.)

1. Build a mental model for the government's role in the economy using the familiar setting of a school to introduce key vocabulary. Students should be able to match each role to a school-based example and then connect it to the government model.
  - Write each term on the board.
  - Discuss each term and example, asking students to take notes as you go along.
  - By the end, students should be able to provide (a) the school example and (b) the government definition. Keep explanations to ~1 minute per term.
    - **Buyer:** The school purchases goods and services (laptops, cafeteria food, buses, sports equipment, campus repairs/construction).
    - **Supplier:** The school provides shared services and spaces (counselors, buildings/offices, internet access, restrooms, library).
    - **Monetary Body:** The school influences what can happen by collecting and allocating funds, offering financial assistance (fee waivers/lunch credits/scholarships), and occasionally borrowing for major projects.
    - **Regulator:** The school sets and enforces rules/standards (dress code, safety policies, codes of conduct, eligibility requirements for sports and clubs, academic policies).
    - **Crowding Out:** If the school takes a large loan for a stadium, it may reduce funding for other priorities (clubs, trips, programs) because less money is available elsewhere.
2. **Discussion Questions:** After each term is introduced, ask students to relate their school experiences to the following questions:
  - For each role, what would too much involvement look like, and what would too little look like?
  - Examples:
    - Buyer: too many sticky notes, not enough lab supplies
    - Supplier: too many administrators, not enough teachers
    - Regulator: too many dress code requirements, not enough academic integrity requirements
  - Ask students who ultimately will be paying for the school to run and offer the variety of goods and services and supplies that it does?
  - Where does that money come from?
3. Explain to students that today's lesson will focus on how the government can act in various roles within the economy, much like a school does within its community. Students will watch a video that uses the terms they just discussed, but in the context of government roles.

4. Transition to today's enduring question and explain that this question will help guide their understanding of today's lesson: *When does government help the economy—and when does it get in the way?*
5. Let students know they'll be expected to discuss and apply what they see, so they should watch carefully for moments that connect to the vocabulary they just reviewed.

Watch and Discuss: (20 mins.)

1. Show the *Ca\$h Cour\$e: The Government & the Economy* video to the class.
2. Note to teachers: watch straight through or pause at key moments to clarify terms and ideas.
3. After the video, ask the following discussion and comprehension questions:
  - Explain how the government's economy was compared to a basketball game. Who are the players, and who is the ref?
  - In that scenario, when was the government too involved and when was it not involved enough?
4. Give each student the "Cash Course: The Government & the Economy" Worksheet and allow them to complete it independently or in pairs.

Wrap-Up: (20 mins.)

1. If students haven't already, allow them to finish the worksheets. Use this time to circulate, answer questions, and check for understanding.
2. Review and Reflect (Optional): Go over selected questions together, especially:
  - Multiple choice items tied to real-world reasoning
  - The application question
3. Wrap-Up Prompt (Board or Exit Ticket)
  - What is one thing you now understand about the roles of the government in the economy and how that impacts you as a citizen and consumer?
  - Students can write a quick response on an index card or notebook or submit it at the bottom of their worksheet.
4. Collect Worksheets: Use the completed worksheet as a way to assess comprehension and mastery of the lesson objectives.

**Don't have time for the full lesson? Quick Activity (10-15 mins.)**

Distribute the worksheet and allow students to complete it while they follow along with the video. Or, have students watch the video at home and use the worksheet as a quick quiz the next day in class.