**PB For Schools Model**

**This resource has been developed based on the Craigentinny Primary School (Edinburgh) PB process which was supported by** [**The Ripple Project**](http://www.rippleproject.co.uk/)**.** [**You can read more about the process here**](https://pbscotland.scot/blog/2024/3/28/doing-democracy-in-craigentinney-primary-school)**.**

Key aspects of the Craigentinny Primary School PB process

* A 7-week process. Weekly session lasting 1 hour – supported by The Ripple Project (2 team members and 2 P7 teachers)
* £3,000 PB fund – in this case the money came from the Ripple Project.
* The process set out to identify 3 projects that could be established for £1,000 and would benefit the whole school.
* P7 Pupils planned and managed the PB process – There were two classes with a total of 40 pupils who were involved in planning and managing the process.
* The Ripple Project provided two members of staff to lead the PB process and support two P7 teachers to support the process and build the confidence, knowledge and skills of the P7 pupils.

**You can use and adapt the following schedule and useful learning to plan out your own PB process.**

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| **Actions** | **Useful Resources and key points** |
| **Week 1** **Introduction to PB*** Start the session introducing the PB concept with a ‘PB in 60 seconds sheet’ and an American video explaining how PB can work in a US high school (10 minutes). See links for useful school resources for both teachers and students - resource 1, 2, 3 and 4

**Competing priorities*** The Ripple Project staff took the class through an example of how to vote on competing priorities. The class was asked to vote on **‘Which chocolate bar is better?’** The class was encouraged toidentify the most popular bars and then to prioritizes chocolate bars and vote on their top 3. This introduces students the idea of identifying and prioritizing something familiar to them which often divides opinion.

**Developing funding ideas*** Students were asked to mind map some project ideas which could benefit from the budget (in this case £1000) and given Flip chart paper to write them down (20 minutes)
* Students were then asked to share their ideas into a collective document/flipchart sheet which should be available to reflect on (10 minutes)
* Students started to feedback their ideas (10 minutes)
* The class was told that in the following week the project ideas will be costed and whittled down to just 3 per group to be developed further for presentation at the final voting day.
 | 1. PB 60 second - [What is participatory budgeting? — PB Scotland](https://pbscotland.scot/what-is-pb)
2. Arizona PB video - [Participatory Budgeting in Schools on Vimeo](https://vimeo.com/220012828)
3. PB in Schools – <https://pbscotland.scot/pb-in-schools/resources>
4. Animated introduction to PB - [Watch: Church of Scotland animation explains PB — PB Scotland](https://pbscotland.scot/blog/2017/8/24/watch-church-of-scotland-animation-explains-pb?rq=church%20of%20scotland)
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| **Week 2** * Students were organised into 5 different groups to narrow all of their ideas to 3 different projects.
* Students from both classes were given 2 options to name the process and they then voted on these.
* The name of the process was voted on by the P7 group and confirmed as **Craigentinny Youth Voice**
 | The PB process was called the **Craigentinny Youth Voice** following the vote |
| **Week 3****Planning the PB process*** Students were supported to set the criteria for the fund e.g. who can votes, funding levels and types of projects to be voted on.

**Developing Project ideas*** The students were asked to make posters and research whether their 3 project ideas are affordable i.e. within the limits of the budget if there are 3 successful projects.
* Decide what format for the presentations eg posters or powerpoint or a mix of both.
 | * It might be difficult to price each project idea.
* Biggest issue around costing projects was the schools limited and restricted access to the internet.
* Some students may have difficulties turning work into presentable process so allowing enough time, some example presentations will be useful.
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| **Week 4****Presentations*** Finishing up project ideas to be presented on voting day.
* Issue regarding one class creating presentations on powerpoint and the other class designing posters to present ideas.
* Designing posters ready for presentation
 | * Ensure there is enough time to help students to create and practice their presentations.
* Decide on presentation style e.g. desktop presentations or individuals on stage to present each idea.
* It might be useful to agree on one format for the project idea presentations either poster or powerpoint.
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| **Week 5** **Building skills and confidence*** Presenting ideas within the class to prepare young people for voting day.

**Voting Day*** Students promoted their project ideas in assembly to the whole school at information desks.
* Voting Day provided an opportunity for all pupils to speak to applicants about project ideas.
* The whole school came to vote in 15-minute chunks.
* 2 votes for students on voting cards
 | For voting day to work the School benefitted from the Head Teachers enthusiasm for the PB process. The whole school joined in on the voting day. |
| **Week 6****The count*** P7 Students sorted and counted votes. This task took 45 minutes
 | * Students really enjoyed this task.
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| **Week 7** **Celebration event*** Final assembly of school to announce results
* Evaluation using Teacher and student feedback surveys
 | * See The Ripple project evaluation forms: [For young people](https://pbscotland.scot/s/CYV-Student-Survey.pdf). [For teachers](https://pbscotland.scot/s/CYV-Teacher-Survey.pdf).
* [SCDC evaluation – PB Scotland website](https://pbscotland.scot/blog/2024/3/28/doing-democracy-in-craigentinney-primary-school)
* Following celebration event the 3 selected projects that will receive funding were announced at assembly and posted on facebook.
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