



PARTICIPATORY BUDGETING: HISTORY AND EXPANSION (4-8)

OBJECTIVES:

- Students will explore the history of Participatory Budgeting (PB) and how the PB model has expanded across the world.
- Students will chart the geographic expansion of Participatory Budgeting (PB).

STANDARDS:

- **4.G1.1** Use and construct maps and graphs to represent changes in the Americas over time.
- **4.C1.1** Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
- **5.G1.1** Use and construct maps and graphs to represent changes in the United States.
- **5.H2.1** Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
- **5.H4.1** Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.
- **6.G1.1** Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
- **6.C2.1** Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions Studied.
- **6.C4.1** Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- **6.C4.2** Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
- **7.C4.3** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
- **7.C4.4** Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.
- **8.G1.1** Use geographic tools and representations to analyze historical and modern political and economic issues and events.
- **8.C4.1** Compare historical and contemporary means of changing societies to promote the common good.

CIVICS EXAM QUESTIONS:

- What Ocean is on the East Coast of the United States? A: Atlantic Ocean
- What Ocean is on the West Coast of the United States? A: Pacific Ocean

TIMELINE: Use when introducing (designing) the School PB Process and preparing student steering committee members to lead the process.

APPROXIMATE LESSON LENGTH: Two 30–45-minute sessions

SUPPORTING MATERIALS:

- [History of Participatory Budgeting \(PB\) teacher handout](#)
- [History of Participatory Budgeting \(PB\) student handout](#)
- [Hexagon Thinking Vocabulary Tiles](#)
- Blank paper to attach tiles to using tape/glue
- [World Map Template](#)
- World maps, globes
- Crayons, color pencils, or other color writing utensils

VOCABULARY: See [Hexagon Thinking Vocabulary Tiles](#)

INSTRUCTIONS:

PART A

1. Engage

- Write the words “Participatory” and “Budgeting” on the board.
- Ask students to share any definitions, ideas, or questions they may have about these words (prompt for root words, synonyms, personal experiences, similar examples, etc).
- Help to facilitate the students’ thinking and record responses on the board. (i.e., “Yes, ‘Participatory’ sounds a lot like participate. What does that mean, to participate?”, “Nice job, you spotted the word ‘budget’ inside of ‘Budgeting’ -what do you know about a budget?”)
- Share with students that they will be participating in a School Participatory Budgeting (PB) process this year, and that they will learn about the history and expansion of the PB process in the following activities.

2. Explore

- Pass out the [Hexagon Thinking Vocabulary Tiles](#) to each student, partner set, or small group. If not already cut apart, have students cut the tiles apart and lay them out.

- Pass out the *History of Participatory Budgeting (PB) student handout* for students to read, using close reading strategies (can be done individually, in partners, in small groups, or whole group).
- Be sure to pause when coming to each vocabulary word or phrase on the tiles and, using context clues, schema, and other methods, collectively define each word or phrase (words or phrases are underlined in the *History of Participatory Budgeting (PB) teacher handout*).
- Have students write the definition on the front of the tile next to the word or phrase.

3. Explain

- Now provide students with the following directions and allow for students to complete the activity:
 - Layout all your hexagon tiles so you can read each one.
 - Using one of the six sides, align one tile with another based on something they have in common, trying to make connections between the different vocabulary.
 - Keep in mind that each hexagon tile can connect to up to six others.
 - Feel free to use the *History of Participatory Budgeting (PB) student handout* to guide your thinking in arranging and rearranging the tiles until you think you have the strongest hexagon tile web.

4. Elaborate

- Once students have created their hexagon tile web, have students attach the tiles to the blank piece of paper using tape or glue.
- Instruct students to make notations of the connections between the aligned tiles on the blank sheet of paper, writing why they connected specific hexagons.

5. Evaluate

- With a neighbor student, partner set, or group, have students explain their hexagon tile web connections.
- Encourage students to provide feedback and ask each other questions on their hexagon tile web connections.
- Example questions and sentence frames for support:
 - *One connection I agree with is...*
 - *I wonder if you could also connect...*
 - *I'd like to hear more about the connection between...*
 - *Which tiles were easiest to make connections?*
 - *Which tiles were the most challenging to make connections?*

PART B

(Can immediately follow Part A or be used in the following days)

1. Engage

- Remind students they are exploring the history and expansion of Participatory Budgeting (PB).
- Pass out the *World Map Template* to the students.
- Have the students label the continents and oceans to the best of their ability, allowing students to assist one another as needed.
- Quickly review the labels to the continents and oceans before moving on.

2. Explore

- Have students take out the *History of Participatory Budgeting (PB) student handout*.
- Instruct students to locate the names of places in the handout, highlighting or circling them. (Students should have the following identified: South America, Porto Alegre, Brazil, Argentina, Uruguay, Peru, Europe, Barcelona, Spain, Paris, France, Italy, North America, Chicago, New York City, Canada, Mexico, U.S., Phoenix, Arizona.)

3. Explain

- Next, have students begin locating these places on a map or globe and label the places on the World Map Template.

4. Elaborate

- Once students have labelled all the places from the handout on their map template, have students add the following additions to their map template:
 - Read the following aloud, one after the other with wait time in between, allowing students to help one another as needed:
 - Put a green star on the city and country where PB started.
 - Draw a red line from your green star to Argentina.
 - Draw a red line from your green star to Uruguay.
 - Draw a red line from your green star to Peru.
 - Draw a red line from your green star to Spain.
 - Draw a red line from your green star to France.
 - Draw a red line from your green star to Italy.
 - Draw a red line from your green star to the U.S.
 - Put a blue star on the city and state where the first School PB in North America started.

Walk around to ensure students have completed these additions to their maps.

- Next have students answer the following questions on their map template:
 - In which country did the first School PB in North America start?
 - Which country is to the north of here?
 - Which country is to the south of here?
 - Which ocean is to the west of here?
 - Which ocean is to the east of here?

5. Evaluate

- Have students share their maps and answers with one another and allow for them to make any changes as needed.

FORMATIVE ASSESSMENT OR ARTIFACT:

- *Hexagon Tile Web* with notations
- *World Map Template* with notations

EXTENSION ACTIVITIES:

Provide students with the Arizona map template.

- Have students locate their school/school district on a map and put a star on their template to recognize their school/school district's involvement in School PB.
- Have them locate the other schools/school districts in Arizona doing School PB, adding a star for each of them:
 - Casa Grande
 - Chandler
 - Flagstaff
 - Queen Creek
 - Roosevelt (South Phoenix)
 - Williams

History of Participatory Budgeting

TEACHER HANDOUT

Participatory budgeting (PB) is a democratic process in which community members decide how to spend part of a public budget. While the PB model has its roots in South America, it has now spread globally. Here's a detailed history.

ORIGINS IN PORTO ALEGRE, BRAZIL

1989: The idea of PB first began in Porto Alegre, a city in southern Brazil, by a community group called the Workers' Party (Partido dos Trabalhadores). The PB model aimed to give community members decision-making power on public budgets. PB is also meant to increase civic engagement, trust between communities and local government, and fairness in public budgets.

EARLY SUCCESS

In Porto Alegre, local government officials decided to let the community decide how to spend a portion of the public budget. People spoke with neighbors and friends to gather ideas on how to improve their community. Project ideas proposed by community members ranged from more park space to more youth programs to better access to public health services.

Then, the community proposed and debated projects in assemblies. Elected community members worked with local government officials to finalize the project ideas and the budget.

EXPANSION IN LATIN AMERICA

1990s: The success of PB in Porto Alegre led to its adoption in other Brazilian cities and South American countries, including Argentina, Uruguay, and Peru. The PB process was adapted by different communities but maintained the core principle of direct community decision-making power.

GLOBAL SPREAD

2000s: PB began to gain attention outside of South America. International organizations such as the World Bank and the United Nations recognized its potential to improve the relationship between community members and local governments. European cities like Barcelona, Spain and Paris, France, even some regions in Italy, started to experiment with PB.

Late 2000s to 2010s: PB made its way to North America, with Chicago being one of the first U.S. cities to implement PB in 2009. New York City launched a PB process in 2011, spending millions of dollars on project ideas proposed by community members. Other locations across Canada, Mexico, and the U.S. have adopted PB from the neighborhood level to an entire city.

CONTEMPORARY DEVELOPMENTS

2010s to Present: Now, PB has been used in schools, universities, and other public organizations, not just in local government budgets. The first School PB process in North America started in 2016 in Phoenix, Arizona. Since then, over 70,000 students across Arizona have participated in School PB by deciding and debating on project ideas to improve their school community.

Additionally, digital tools and online platforms have been developed to increase participation and easier management of PB processes. Organizations have also been formed to support PB processes worldwide by offering resources and training.

IMPACT AND CHALLENGES

Positive Outcomes:

- Engages community members with decision-making power on public budgets.
- Increases civic engagement and trust and communication between communities and local government.
- Project ideas proposed by community members are put into place.

Challenges:

- Making sure a part of the public budget is available for community project ideas.
- Providing opportunities for all community members to participate by proposing and debating project ideas.
- Ensuring local governments implement the project ideas.

CONCLUSION

PB has grown from Porto Alegre, Brazil to a global model for community decision-making power. PB is known for increasing civic engagement, building communication and trust in local government, and giving community members more power over public budgets and project ideas. Growing support suggests PB has a promising future worldwide.

History of Participatory Budgeting

STUDENT HANDOUT

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NAME _____



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Which country is to the north of here?

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Which ocean is to the west of here?

Which ocean is the east of here?