

TOOL

4 Values of PB Game

Debate the Values!

Youth **PB** Edition

What is the game about?

Debate the Values! Youth PB Edition is an educational game about two elements of Participatory Budgeting: values and good practices. Values establish the culture, or the firm foundations, upon which every PB project should be grounded. Good practices are examples of using the values in practice in a variety of Participatory Budgeting projects in Europe and the United States of America.

How is the game played?

- It takes approximately 45 minutes to play the game.
- **The game consists of:** 9 value cards, 54 good practices cards, 2 gameplay cards and the instruction. There are also 5 'blank' cards in the set – for players to add their own ideas during the game for a new value or a good practice.
- **The game is about** matching good practices with the values they exemplify. The main objective is to use all the cards you have on your hand. The one who uses all the card on hand wins.
- You will need 3 to 4 players to play the game.

Starting the game

1 Shuffle and deal the cards.

The number of cards is decided by the number of players:

- **3 players:** 3 value cards and 5 good practices cards per player
- **4 players:** 2 value cards and 6 good practices cards per player

Unused cards are placed face-down in a pile.

2 Any player draws one value card and places it face up in the middle of the table.

The player who first finds a matching good practices card starts. A matching card is the one whose relationship to the adjacent cards can be reasonably explained.

Gameplay

1 Each person plays in turn. Players take turns in a clockwise direction. Each turn consists of three stages:

- playing a card or exchanging card(s) (*exchanging is the end of that turn*),
- debating and voting (*optional*),
- discarding card(s).

2 Playing a card or exchange

- **In your turn**, look at the cards on the table and add the best-fitting card from your hand. A matching card is one whose relationship to the adjacent cards can be reasonably explained. Only values cards can be added to good practices cards, and only good practices cards to values cards.
- **Read aloud the card** on the table and then the card you are adding to it. Lay out the cards alternately, vertically and horizontally, so that they are visible to everyone. The card you play may touch from one to four cards already lying on the table.
- **If no card fits**, you may exchange any number of cards for cards of the same type (*if there are any spares*). However exchanging cards will end that player's turn.

3 Debate and Voting

- **If someone thinks they have a card that better fits where yours lie** – they can start a debate saying 'debate!'. If there is no debate, you proceed to the point of discarding the card. Only two players can take part in the debate. Each person that takes part in the debate has about 30 seconds to speak.
- **The debate starts** with the first person who says 'debate!' and places their card on the table. They briefly explain why they think their card fits better. The second person briefly responds to the arguments, justifying their choice.
- **After the debate** the non-participants in the debate point to the card whose holder convinced them the most. The card with the most votes wins.
- **The winner of the debate** leaves his card on the table and as a reward discards a card or cards from his hand onto the discard pile.
- **The loser of the debate** takes back their card. If the loser is the person who started the debate, they additionally draw one card of the same type from the pile of unused cards.
- **In the event of a tie** the first card remains on the table, and its owner discards a card or cards from his hand as a reward. The card dealt second, which is the debating card, returns to the player's hand.

4 Discarding a card

The person whose card is left on the table at the end of their go discards as many of their remaining cards as their card on the table touches, placing them at the bottom of the pile of unused cards. This will be from one to a maximum of four cards. This ends their turn, which then passes to the next player.

End of the game

First player to use all of their cards wins. You can freely change the rules and create alternative versions of the game – adapted to the needs of the participants. For example players could add a new 'value' or 'best practice' using one of the blank cards. But then would have to persuade other players to accept it. The most important thing is to have fun 😊

→ Gameplay rules of **Debate the Values! Youth PB Edition** are based on 'Game of Change' developed by Field of Dialogue Foundation and Facilitation Support (available in Polish only).



Cooperation

People work in the spirit of trust, reciprocity and exchange. That way everyone benefits. We build a stronger community and common purpose through being caring, generous and hard-working.

+ Value card



Creativity

People share a common culture. One that cultivates their confidence to listen, do things differently, try new approaches and be willing to learn from their mistakes as well as successes. Other terms for this value include co-designing and local ownership.

+ Value card



Democracy

Government is for the benefit of all people. Citizens are able to participate in the decisions that affect their lives. People respect the rights and responsibilities of themselves and others. Other terms for this value include citizenship.

+ Value card



Fairness

People know that they will not face barriers to being involved. Equity underlies the design of our processes. All can participate in exercising their democratic rights. Other terms for this value include inclusion and equality.

+ Value card



Growth

People believe they have the right and increasingly want to influence or take action in their school, community and wider society. They can communicate their needs. They know those in positions of power take them seriously. Other terms for this value include agency, voice and empowerment.

+ Value card



Impact

We solve problems by our actions, and we create new opportunities. People taking part has a direct impact on their school, community or society's budgets. Visions turn into action. Injustice reduces in an efficient and timely manner.

+ Value card



Learning

People learn new skills and achieve through feeling, listening and taking action. By reflecting on what works, and what doesn't, they contribute towards their own development. This brings wider social, democratic and economic benefits.

+ Value card



Openness

People know when, how and why they can get involved. Roles, responsibilities and rules are explicit. Leaders commit to implement what citizens decide. People come to better understand public budgets. Leaders are honest about how resources are used and what has changed as a result. Other terms for this value include accountability and transparency.

+ Value card



Participation

People choose to take action on a regular basis. They do this alone or with others. This contributes towards well-being and democracy within their school, community and wider society. Other terms for this value include voluntary.

+ Value card

Students have proposed **their own ideas of projects they felt were needed in their neighbourhood**. Youth workers facilitated the process of writing the PB projects applications via workshops and consulting point meetings which resulted in 10 new projects that were created and admitted to the Warsaw District PB.

Education about participatory budgeting at schools
Warsaw, Poland
2017–2018

✓ Good practices card

Students took part in discussion with decision makers explain and evaluate on **what are the barriers for young people in taking part in different stages of PB process**.

Education about participatory budgeting at schools
Warsaw, Poland
2017–2018

✓ Good practices card

Each school organized a big debate day where **all projects were presented by students and discussed with the community**.

Education about participatory budgeting at schools
Warsaw, Poland
2017–2018

✓ Good practices card

Young people voted online selecting from uploaded 90-second videos summarising the project, **each made and uploaded by young people**.

Youth Leading Change
Newry, Mourne and Down District, UK
2018

✓ Good practices card

During this municipal PB focused efforts were made to **reach out to groups and organisations who specialised and focused on working with younger people to maximise inclusion**. Particular outreach to groups who represented and advocated for younger people with disabilities.

Youth Leading Change
Newry, Mourne and Down District, UK
2018

✓ Good practices card

Participants have been surveyed (interviews, focus groups and observations) at the end of each cycle by a team of researchers from Boston University to **identify what impact and benefits the project has had on them**.

Youth Lead the Change: Participatory Budgeting Boston
Boston, Massachusetts, USA
since 2014

✓ Good practices card

Use of 'props' to explain PB process in an **accessible, engaging and fun way** e.g. Batman and Robin for Big and Little Ideas and a Picture Frame to demonstrate how these ideas are communicated.

Garvagh Forest Big Dish Out
Garvagh, Co Derry, Northern Ireland, UK
2019

✓ Good practices card

The project **brought young and elder people together from across the community**. They worked together to achieve shared goals of projects that would help young people and which would promote health and wellbeing. People of any age could participate in voting.

Maryhill and Ruchill Community Choices – Young People taking the lead
Glasgow, Scotland, UK
2019

✓ Good practices card

Everyone in community were able to have their say, local residents were involved in identifying needs in their neighbourhood, and **priorities were decided together in a youth led steering group**.

Maryhill and Ruchill Community Choices – Young People taking the lead
Glasgow, Scotland, UK
2019

✓ Good practices card

Young people were awarded qualifications through the Scottish Credit and Qualifications Framework (SCQF) **as a result of their participation.**

Maryhill and Ruchill
Community Choices – Young
People taking the lead
Glasgow, Scotland, UK
2019

✓ Good practices card

In project materials and communication the focus was on showing students how to work in a more organized way, how to plan their work, **how to base it on the real needs of the local community.**

Young Citizen/Youth in Action
Poland
2016–2017

✓ Good practices card

Pupils' main focus from the beginning was the local community (neighbourhood). They chose a topic based on a short and simple local diagnosis of needs. Afterwards neighbours were invited to witness implemented changes.

Young Citizen/Youth in Action
Poland
2016–2017

✓ Good practices card

All young people in area were invited to the Big Event to **participate and see what ideas would be voted for by the community.** The successful groups were celebrated, and prize funding was allocated.

PB TV (Participatory
Budgeting Television)
Glasgow, Scotland, UK
2018–2019

✓ Good practices card

A group of young people formed a citizen's panel with the support of Community Development Trust, to **develop the process for the allocation of authority funds.** Pizza was provided, which proved a useful incentive for attracting interest.

PB TV (Participatory
Budgeting Television)
Glasgow, Scotland, UK
2018–2019

✓ Good practices card

Youth Citizens Panel engaged with youth through **frequent promotional videos about the process** and how to get involved.

PB TV (Participatory
Budgeting Television)
Glasgow, Scotland, UK
2018–2019

✓ Good practices card

Students were a part of working group that **coordinated the whole implementation procedure.** They took active part in designing and delivering the process.

School Participatory Budget
(School PB) in Warsaw
Warsaw, Poland
2018–2019

✓ Good practices card

The process of applying the projects and the voting system was **the same for all school community:** students, teachers, school workers, regardless of the function, age, grades etc.

School Participatory Budget
(School PB) in Warsaw
Warsaw, Poland
2018–2019

✓ Good practices card

In every school that had implemented PB a very simple and concise set of rules was introduced. The rules were displayed in numerous places around the building as a mean to **enhance accessibility.**

School Participatory Budget
(School PB) in Warsaw
Warsaw, Poland
2018–2019

✓ Good practices card

This project supported the realisation by and of young people that their voice mattered and was being taken seriously. It enabled them to **participate as citizens**.

Shaping North Ayrshire, Youth PB –
Your Money, You Decide
North Ayrshire, Scotland, UK
2018–2019

✓ Good practices card

Projects could be proposed by young people which **enabled them to have their say on matters that were important to them**.

Shaping North Ayrshire, Youth PB –
Your Money, You Decide
North Ayrshire, Scotland, UK
2018–2019

✓ Good practices card

Projects for the budget could have been submitted by **informal groups of young people** who had brainstormed together and came up with an idea that they liked.

Youth Civic Budget in Lublin
Lublin, Poland
since 2019

✓ Good practices card

A steering committee composed of high school directors, teachers, students, academy representatives, regional advisors, and the like met regularly to **oversee the implementation of the projects**.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

Once debates and deliberations have been completed, **voting is conducted by the simple ‘one person-one vote’ principle**; it aimed to foster a school system that gives school children confidence in democratic voting and trust in a political system that seems remote from their day-to-day lives.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

The Monitoring Committee consisted of 15 people, with eight secondary school students having a majority. The seven remaining members were teachers, administration and technical staff, parents or any other person affiliated with the school. The Participatory Budgeting Charter clearly stipulated that **the gender mix should have been respected and all groups should have been represented**.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

Projects seek to **improve the quality of life** (for example by purchasing furniture for training centres or by installing water fountains) and to enhance existing facilities, for example, by refurbishing common rooms or boarding school showers.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

The use of **informal and friendly graphics and language** enabled learning and closing attainment gaps by focussing on early school years, and making sure all pupils were ready and able to learn.

Cost of the School Day
Midlothian, Scotland, UK
2017–2018

✓ Good practices card

The use of simple voting methods (Survey Monkey or in person using ‘sticky dots’) and outreach to families enabled participation, by **identifying barriers and addressing those within each school**.

Cost of the School Day
Midlothian, Scotland, UK
2017–2018

✓ Good practices card

Students have been **supported by mentors from local community**, who showed them local resources and thought them how to create partnerships with local entrepreneurs for example for finding materials needed for implementing their ideas.

PlaNET Social Enterprise 2.0.
Enterprise Your Region
Slovakia, Slovenia, Romania
2018–2020

✓ Good practices card

PB was used as a **learning opportunity for the economically excluded youths**. The target audience of the project have been the schools in the excluded EU areas especially with low unemployment rates as they are less likely to be contacted by the NGO and youth workers with resources and support to deliver school PB.

PlaNET Social Enterprise 2.0.
Enterprise Your Region
Slovakia, Slovenia, Romania
2018–2020

✓ Good practices card

Students took part in the entrepreneurship classes set to **promote basic knowledge about budgeting**. They also had a chance to take part in a short internship.

PlaNET Social Enterprise 2.0.
Enterprise Your Region
Slovakia, Slovenia, Romania
2018–2020

✓ Good practices card

Young people were **responsible for conducting PB process in their school**. Among other things, they wrote projects and promoted them with a little help of teachers. They also carried out the voting procedure.

Youth Civic Grant (MGO)
Sosnowiec, Poland
since 2018

✓ Good practices card

Each pupil could have **consulted the project with the tutor and the school chairperson** on how to write the description of the project and how to prepare a good cost estimation.

Youth Civic Grant (MGO)
Sosnowiec, Poland
since 2018

✓ Good practices card

The project included a **well articulated annual cycle**, with stages clearly laid out for when people could participate, the rules around how participation could happen and the reasons for adopting various solutions or processes.

Cascais Youth Participatory Budget
Cascais, Portugal
2017–2018

✓ Good practices card

The participation of the school community was made visible through the **implementation of projects proposed by young people within their school**.

Cascais Youth Participatory Budget
Cascais, Portugal
2017–2018

✓ Good practices card

The young people convinced the decision-makers of their idea how **the common space at their school should look like**.

Youth participatory budget in Szczecin
Szczecin, Poland
2019

✓ Good practices card

Using adult voting machines and using citizenship education classes meant there was a clear focus on **building future leadership and pride in democratic practices**.

Arizona High School Participatory Budgeting
Phoenix, Arizona, USA
since 2013

✓ Good practices card

As a way to improve inclusivity in some cases there were visual ballots produced to **enable pupils who might have difficulties reading ballot proposals**, and even support offered by special need educational assistants to complete ballot forms.

Arizona High School
Participatory Budgeting
Phoenix, Arizona, USA
since 2013

✓ Good practices card

This project was clearly aimed at **giving young people new skills in advocacy and lobbying**, and confidence. It was modelled on existing democratic practises.

Arizona High School
Participatory Budgeting
Phoenix, Arizona, USA
since 2013

✓ Good practices card

The principles of the PB process were **published on the city's website and communicated in schools**.

School Participatory
Budget of Mragowo
Mragowo, Poland
2019–2020

✓ Good practices card

Students were **encouraged by the information campaign** (information in social media, posters in schools, meetings with officials) to submit their own ideas.

School Participatory
Budget of Mragowo
Mragowo, Poland
2019–2020

✓ Good practices card

The decision-making process was **coordinated by the student coordination team** and planned and implemented with the help of accompanying adults (usually teachers or social workers).

Schüler*innen
Haushalt (Pupils PB)
Berlin, Germany
since 2016

✓ Good practices card

Workshops for up to 3 students from the coordination teams and an accompanying adult included topics such as: what the democracy is, **what democratic processes in the society are**, why it is so important to ensure that the premises of democracy are understood, etc.

Schüler*innen
Haushalt (Pupils PB)
Berlin, Germany
since 2016

✓ Good practices card

The vast majority of the surveyed young people emphasizes that **by participating in school participation budgets they did something useful**.

Schüler*innen
Haushalt (Pupils PB)
Berlin, Germany
since 2016

✓ Good practices card

School classrooms were a space for deliberation in which participants analysed their territory, identified needs, debated ideas and **built a proposal that would later be implemented by local government**.

Agora Infantil
Malaga, Spain
2014–2015

✓ Good practices card

Needs and ideas communicated by young people were taken seriously by the city council. Even proposals that eventually have not been chosen showed the council in what way can the youth be aided.

Participatory Budgeting –
Altea City Council
Altea, Alicante, Spain
2019

✓ Good practices card

In September 2019, a three-week proposal phase started so that **all citizens of Altea could submit their proposals for local projects.**

Participatory Budgeting –
Altea City Council
Altea, Alicante, Spain
2019

✓ Good practices card

Around 6000 students had been asked to **give their opinion on which improvements should be carried out in their educational centres,** for which the City Council had allocated €110 000, €10 000 for each centre.

Participatory Budgets in Schools
2019 – Cartagena City Council
Cartagena, Murcia, Spain
2019

✓ Good practices card

In the general assembly of young people, the most interesting proposals for the youth of the municipality are discussed and prioritized. Young people also **choose those who represent them in the viability committee.**

What do you want your town to spend its money on?
R'U'talking2me?
Peligros, Granada, Spain
2018–2019

✓ Good practices card

The PB process was **described in online and offline documents.** Additionally, citizens had sufficient, understandable and verifiable information about the important decisions that affect them.

What do you want your town to spend its money on?
R'U'talking2me?
Peligros, Granada, Spain
2018–2019

✓ Good practices card

A platform was created to **monitor the methodologies, the actions carried out or the results of the work done.** Also, the PB initiative used social media to disseminate the information and explain the process.

Participatory budgets with children 2019
Rubi, Catalonia, Spain
2018–2020

✓ Good practices card

Students took part in workshops that were meant to **help them cope with peer pressure and bullying.**

Decidei Xàtiva Infantil
Xativa, Valencia, Spain
2018–2019

✓ Good practices card

The young people directly shared information about **how to get involved through their own networks,** with peers and via Instagram.

YOUth Making It Happen
Derry, Northern Ireland, UK
2020–2021

✓ Good practices card

All young people who voted on-line and completed a short evaluation survey were **entered into a competition to win a bicycle.** Members of the Co-Design Panel received Certificates of Participation to acknowledge the commitment, support and time they had given to the PB process.

YOUth Making It Happen
Derry, Northern Ireland, UK
2020–2021

✓ Good practices card

Drawing on good practice from UNICEF – the young people participated via Informed Consent. An Information Sheet was prepared to **outline the background to PB and YOUth Making It Happen (YMIH),** why it was important, benefits of participating and how information would be used and shared.

YOUth Making It Happen
Derry, Northern Ireland, UK
2020–2021

✓ Good practices card

Gameplay

Each person plays in turn. Players take turns in a clockwise direction. Each turn consists of three stages:

- 1 playing a card or exchanging card(s) (*exchanging is the end of that turn*),
- 2 debating and voting (*optional*),
- 3 discarding card(s).

⚙️ Technical card

How is the debate resolved?

- If someone thinks they have a card that better fits where yours lie – they can start a debate saying ‘debate!’. If there is no debate, you proceed to the point of discarding the card. Only two players can take part in the debate. Each person that takes part in the debate has about 30 seconds to speak.
- **The debate starts** with the first person who says ‘debate!’ and places their card on the table. They briefly explain why they think their card fits better. The second person briefly responds to the arguments, justifying their choice.
- **After the debate** the non-participants in the debate point to the card whose holder convinced them the most. The card with the most votes wins.

⚙️ Technical card

The form consists of five large, empty rounded rectangular boxes arranged in two rows: three in the top row and two in the bottom row. Each box has a small pencil icon at the bottom left corner, indicating a writing area.