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MINISTERIO
DE POLÍTICA TERRITORIAL
Y FUNCIÓN PÚBLICA

Teaching Guide

OPEN GOVERNMENT

Primary Education



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WHY DID THIS GUIDE COME ABOUT?

Governments and Public Administrations evolve at the same time as societies and they want to be transparent, accessible to citizens and sensitive to our requirements. This means that they head towards what is known as **Open Government**.

This guide came about as a tool of **Spain's III Open Government Plan** for the **Open Government Partnership**. This document aims to involve the boys and girls in Primary Education with the values of **transparency, participation** and **collaboration** with the public.

Through three stories based on **transparency, participation** and **collaboration**, we want to instil the values of **Open Government** in students in the junior stage of Primary School. To aim is to contribute to building a more open and responsible society that is more demanding of those with public responsibilities.

For this, we are going to deal with three stories that happen to **Hannah**, a primary school student in year 5 in a school in a medium-sized city in our country. She will accompany us to get to know the values that frame what we call **Open Government**.

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WHO MADE THIS GUIDE?



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DISCOVER THE VALUES OF OPEN GOVERNMENT WITH HANNAH AND HER CLASS



Teaching Guide for Primary Education

– Teacher's Book –

SESSION 1: WORKING ON TRANSPARENCY

The **transparency in governments and public administrations** involves the opening of all the issues regarding the Government and Public Administration so that citizens access the information- in a reusable format- which facilitates their approachability. Transparency gives citizens back part of the power that is granted to the Public Administration and Government, with the aim of expanding the channels of participation and collaboration.

The story "Hannah's School Trip" aims for students to become more familiar with the concepts of transparency and innovation by means of solving the problems that her and her classmates face due to the lack of information.

Why should public administrations and governments be transparent? If transparency is applied correctly, a series of associated values are perceived (honesty, trust, loyalty, etc.) that are positive both for the public sector and for society in general. As such, governments and public administrations will be more approachable and we will identify with them better. This is the main aim that we wish to portray with the story of Hannah's school trip and her learning.

By making the information transparent, governments and public administrations are in a position where they can be far more scrutinised that if they did not make the information transparent, as such the legitimacy of the decisions and public policies they implement increase. The application of transparency brings with it a reduction in situations with a conflict of interests, leaving the consequences that can derive from these to a minimum.

In short, public administrations and governments enable citizens to hold them more accountable by means of the processes of making the public sector information and the governmental processes available.

Hannah's School Trip

Hannah is 10 years old at the Velázquez Primary School in a medium-sized city on the Spanish coast. She is a hard working student and gets on well with the rest of her class.

One day, shortly after coming back to school after Christmas, and after a rainy, very cold period, Hannah started to feel ill.

"I don't feel very well", she said to Mr Ward, her teacher.

"We're going to call your Dad so that he takes you to the doctor's for a check-up. It looks as if you've got a cold", he replied.

Mr Ward phoned her Dad and told him that it seemed like his daughter had a temperature. A few minutes later Daniel, Hannah's Dad, was at the school to pick up his daughter.

"I've managed to get a doctor's appointment, so we're going there."



At the medical centre, the doctor told Hannah that she had a bad cold and a high temperature and that she could not go to school for the entire week.

"I'm going to miss all the Culture Week activities", she said, disappointed.

"Don't worry, sweetie, they'll tell you all about them."

Whilst Hannah was ill at home, the school was getting ready for all the Culture Week activities: sharing days with grandparents, music concerts, photography exhibitions and many more activities.

The teacher said in class that next Monday there would be a school trip to the capital of their autonomous region to visit the Governmental Palace, the Autonomous Parliament and the Delegation of the Government of Spain, and that they should bring a consent form signed by their parents. Everyone was surprised and happy about the unexpected trip.

Monday, the day of the school trip, came around and, just like every day, Hannah's Dad took her to school. Hannah had her rucksack on, she had her books and her lunch and was ready to get back to classes. When they got to school, Hannah and her Dad saw a lot of activity, but they did not think anything of it and said goodbye to each other.

"Good morning, Hannah. I'm really glad to see you and that you're feeling better."

"Morning, Mr Ward. Why is there so much activity in the school today?" she asked whilst seeing her classmates get onto a bus.

"We're going on a trip to the capital. Have you brought the consent from you parents?"

"What trip? I didn't know anything about it!" said Hannah, surprised.

"I'm sorry, Hannah. I thought you knew. We're going on a trip and you can't come unless you've got consent from your parents".

Tom, one of Hannah's classmates, heard the conversation and told the others when he got on the bus. A couple of minutes later, they all got off the bus to talk to Mr Ward.



"We don't want to go on the trip if Hannah can't come too", Tom said to Mr Ward. "We want Hannah to come with us. Why don't you call her Dad for him to come and sign the consent now?"

"I'm glad you've said that, Tom. You're all right. The school should have published the information about the trip on the website further in advance. It's very good to stick together with Hannah. I'm going to call her Dad."

A few minutes later Hannah's Dad came back to the school to sign the consent and the bus set off towards the capital.

Once they were all on the bus, the teacher asked for the microphone and spoke to all the students.

"What you've done today is very important. You've helped your classmate Hannah who was in a complicated situation where we were going on a school trip without her. You should be proud of yourselves, thanks to what you've done, from now the school is always going to publish all information on their web page and they are also going to send an email to families."

Once they arrived at the capital, Hannah and her classmates found out what the Governmental Palace is like, how the Autonomous Government works and the functions that the Delegation of the Government has, which they did not know beforehand.

Hannah and her class had been responsible for the new transparency measures that were going to be put in place in her school. They were the driving force behind the Velázquez school starting to head towards Open Government, with transparency being the first measure of this.

What Have We Learnt?

In the story of Hannah's School Trip we have learned that:

- We are developing a network society on a global level, above all, thanks to the use of social media and web 2.0 technology. The public administration, in this case represented by the Velázquez School, has the obligation to **provide us with information** about its activity. In the case that the information is not public, we can ask for this ourselves.
- **Transparency is an essential value** for the good working of any school, just as it is for any public institution and democratic system.
- The new **system informing** parents by means of the internet is an ally of transparency. The more we innovate, the more transparent institutions will be.

ACTIVITIES FOR TRANSPARENCY

Words for Transparency

Here is a word search on transparency. You will have to find the following words which are all associated to the values of transparency.

RESPECT - PARTICIPATION - SINCERITY- TRUST
INNOVATION- FRANKNESS - TRUTH - TRANSPARENCY

F	A	R	E	S	P	T	I	O	N	I	D	S	P	A
R	Y	F	O	I	U	A	P	G	F	G	S	A	A	F
A	F	S	L	N	T	S	E	T	D	V	N	O	R	N
N	R	A	M	C	E	E	D	E	A	O	T	N	T	D
K	E	Z	N	E	R	P	S	A	I	C	I	O	I	O
E	S	H	V	R	E	L	A	T	R	O	T	H	C	Y
S	P	I	I	I	S	O	A	E	A	H	E	U	I	T
S	E	O	H	T	F	V	J	T	D	C	S	O	P	S
T	C	P	Q	Y	O	I	U	Y	B	D	S	I	A	E
H	T	R	A	N	S	P	A	R	E	N	C	Y	T	N
A	W	L	N	A	S	J	L	A	J	G	J	O	I	O
G	S	I	W	S	F	B	T	S	U	R	T	P	O	H
V	T	G	A	H	D	N	T	I	A	F	J	U	N	K
S	G	R	R	U	R	T	R	A	N	S	P	A	R	E

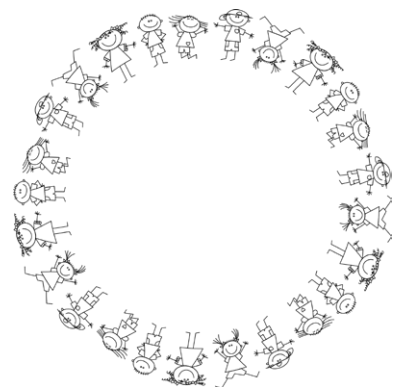
RESPECT - PARTICIPATION - SINCERITY- TRUST
INNOVATION- FRANKNESS - TRUTH - TRANSPARENCY

F	A	R	E	S	P	T	I	O	N	I	D	S	P	A
R	Y	F	O	I	U	A	P	G	F	G	S	A	A	F
A	F	S	L	N	T	S	E	T	D	V	N	O	R	N
N	R	A	M	C	E	E	D	E	A	O	T	N	T	D
K	E	Z	N	E	R	P	S	A	I	C	I	O	I	O
E	S	H	V	R	E	L	A	T	R	O	T	H	C	Y
S	P	I	I	I	S	O	A	E	A	H	E	U	I	T
S	E	O	H	T	F	V	J	T	D	C	S	O	P	S
T	C	P	Q	Y	O	I	U	Y	B	D	S	I	A	E
H	T	R	A	N	S	P	A	R	E	N	C	Y	T	N
A	W	L	N	A	S	J	L	A	J	G	J	O	I	O
G	S	I	W	S	F	B	T	S	U	R	T	P	O	H
V	T	G	A	H	D	N	T	I	A	F	J	U	N	K
S	G	R	R	U	R	T	R	A	N	S	P	A	R	E

Game: The Line of Responsibility

The main aim of this activity is to make the students understand that all the actions we take affect all other citizens. In other words, whatever decision, as small as it may be, may have effects on other people.

How to complete the activity: to complete this activity, the boys and girls should line up, holding the waist of the child in front of them, except whoever is at the beginning of the line. The teacher will then tell them what movements they have to do, without separating themselves from their classmates.



Examples of Activities

- Walking, walking towards the sides, walking backwards, etc.
- Change direction when somebody claps or when the music stops.
- Jump: two jumps forward and one jump back, etc.
- Say a word and the next classmate has to repeat the word and add another one until it reaches the end of the line.

Once the game has finished, we advise that the whole group sits in a circle and discusses different issues, such as:

- Was it difficult to do what was asked? Why?
- What is more complicated- doing exercises individually or in a group? Why?
- Discussion about the fact that the rest of the group's movements, especially those closest to me, made a difference to my own.
- Understanding the complexity of information when it is not transmitted correctly.

SESSION 2: WORKING ON PARTICIPATION

Citizen participation can be defined as the process through which activities are developed whereby citizens are more involved in the design, management and implementation of public policies, with a citizen-centred attitude, expanding rights and generating obligations on the common good. On the one hand, participation is a cooperative, inclusive, cross-sectional, continual, scalable, planned, transforming, coherent, distributed **process** which empowers. Citizen participation is also an **attitude**, that implies autonomy, freedom and responsibility, it requires empathic listening, respect, trust, commitment and citizenship. Citizen participation is also a **right**, which materialises in the right to participate and be an active part in the public decisions that affect it, as well as a citizen obligation aimed at the common good.

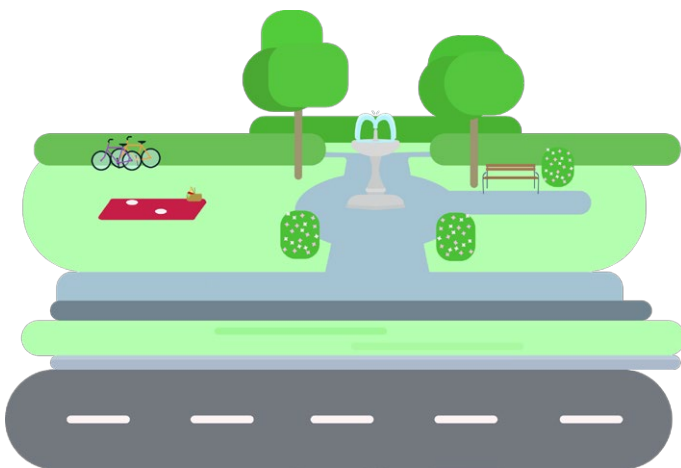
In the second story, "Hannah and Her Friends Improve the Parks", our protagonist transmits the idea of citizen participation being a process, an attitude and a right.

Likewise, the different challenges that participation may give way to are highlighted. These challenges may be opportunities if public administrations and governments know how to deal with them appropriately, bearing in mind the type and organisation of each public administration.

Participation should fully involve the actions of public administrations and governments in their different areas and fields of activity. In other words, it should not be an external element that is introduced in the public sector, but rather it should be something transversal that can be applied to any programme or initiative that comes about regarding public administration.

Hannah and Her Friends Improve the Parks

Hannah is on her way to school, deep in thought. While on the school bus she cannot stop noticing the parks and gardens in the city where she lives. She is realising that there are lots of large parks and lots of vegetation and areas to rest, but there is only one park that has a good play area for children.



When she gets to school, while waiting to go into class, Tom and Rachel are talking and the topic of conversation comes up:

"Yesterday I was walking my dog, Harley and all the play areas were closed for reparation works", Tom said, with a face of acceptance.

"The park in my neighbourhood doesn't have any good play areas either. Most of the swings are broken and I'm not allowed to play there", exclaimed Rachel whilst taking her books out of her rucksack for the class that was about to start.

"I have an idea!" exclaimed Hannah, "I've seen on the school noticeboard that the local council is going to create a Children's Council".

"A what?", asked Tom with a look of scepticism.

"A Children's Council. My mum told me that it's a group of boys and girls that can represent us and ask the local council authorities to solve our problems".

"Wow, Hannah! You know everything!" said Rachel, roaring with laughter.

"No, it's just that I'm a nosey parker!", joked Hannah, "It would be the perfect place to talk about the needs that the parks in the city have and the problems that we have to be able to play in them. They need to be improved and we need more play areas".

"So, why don't we present ourselves to the Children's Council and solve this?" , said Tom, completely convinced.

Hannah asked for permission from the teacher to talk in class about the idea. She told the rest of the class about the needs of the municipal parks and gardens and the possibility they had of taking part in the Children's Municipal Council. They were all in agreement about improving the play areas.

"Who wants to put themselves forward as a volunteer?" ,asked the teacher, "because of how many of you there are, you could have two representative".

"I'd like to put myself forward, does anyone else want to?" ,asked Hannah.

"I want to", said Tom.

"And me!" exclaimed James.

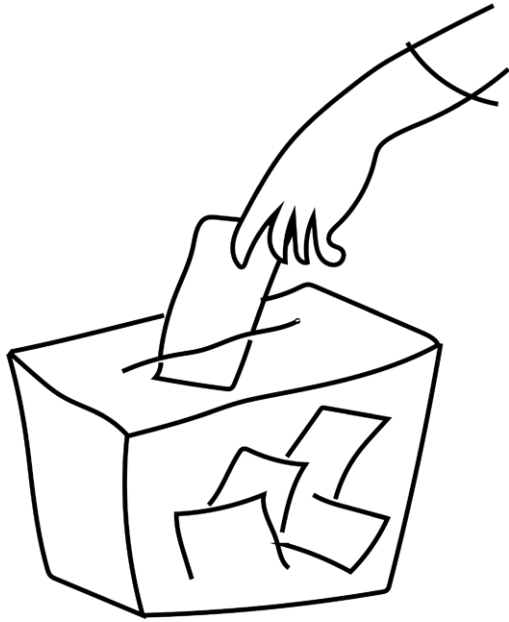
"Well me too", said Rachel.

At this point they all looked at each other: there were four candidates for two representatives- something had to be done. So the teacher said:

"Why don't you vote to choose your two representatives?" It is a serious responsibility and the best thing is that whoever is chosen to transmit your demands, is chosen democratically among you all".

The all applauded the idea and that same morning, with the help of their teacher, they organised a vote with a ballot. Each student could choose two out of the four candidates, and they would have to write their names on a piece of paper and put it in the ballot box, just like in any election.

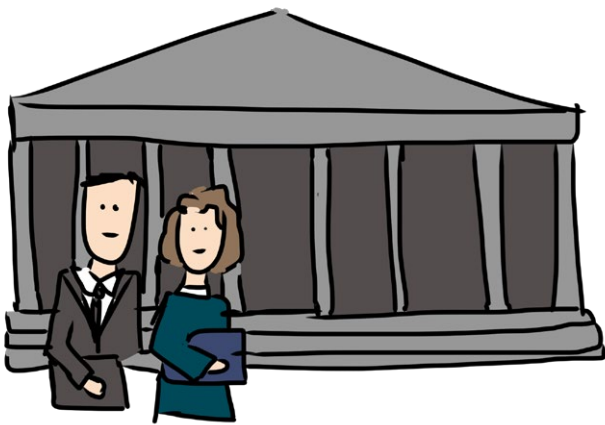
After counting the votes, Hannah and Tom were elected as representatives, and they got straight to work. They were talking to their classmates and writing the needs about the parks and gardens where



they lived in a notebook, as there were children at the school from all over the city.

They reached the conclusion that improvements should be made in 10 of the 22 municipal parks. The furniture needed to be changed in some, in others the play areas needed to be expanded and in others new infant play areas should be made.

At the next Children's Council meeting in the city, Hannah and Tom took to the floor and explained all the proposals that they had collected from their classmates to the councillor responsible for parks and to the mayor of the city.



"Thank you so much, Hannah and Tom", said the mayor, "You should be proud of the work you've done. We knew that improvement needed to be made, but we didn't know the situation. So, in the Municipal Government's next plenary session an agreement will be put forward to improve and renovate the children's play areas in the parks. I hope that, between us all, we take care of our parks and gardens."

Hannah and Tom felt useful: after a great deal of work, and with the participation of all their classmates, they had managed to get the local council to commit to improving all the play areas in the municipal parks and gardens.

A year later the majority of the parks had new play areas. This way, Hannah's idea gained strength thanks to the participation of all the

students and, in the end, it became a reality. From this moment, Hannah, Tom, James, Rachel and the rest of their friends were able to enjoy excellent play areas in all of the city's parks.

What Have We Learnt?

In the previous story, in which Hannah and her classmates are able to improve the play areas in the parks in their city, we have learned several things:

- It is good to take care of our environment. We should be aware that, just like in the story, parks and public facilities, as well as green spaces, are for everyone and we should all contribute to conserving them and improving them.
- We should **turn to the authorities** when we find imperfections or the need for the improvement of public facilities. With respect and civility, it is always good to tell governments and public administrations our needs.
- There are **participation mechanisms**. In this case, Hannah and Tom transmit their request by means of the Children's Council in the city. The best way of participating in public decision making should always be analysed.
- **Participation is for everyone**. As seen in the story, Hannah and Tom are elected by the other students in their class and later they collect all the request that they class inform them of to transmit these correspondingly.
- **It is always recommendable to participate**. Our voice should be listened to, that is why we should always participate in public decision making.

Phrases for Participation

This activity involves completing a series of phrases related to participation with the words found in the box below. This task will be completed in pairs and then worked on as an entire class.

**AGREEMENT - NEEDS - LAW - PARTICIPATES - RIGHTS
COMMITMENT - SOLIDARITY - DEMOCRACY - FREEDOM - VOTE**

There is _____ of speech when we say, write or do what we want in public.

The whole school _____ in electing the members of the School Council.

An _____ must be reached between the different social groups to guarantee the good working of democracy.

All Spaniards have the right to _____ when we are 18 years old.

We may have different _____ to our mums and dads, but we should take them into account in order to fulfil them.

So that democracy works, governments and public administrations must always respect the _____.

Our class works as a _____: we talk freely and we vote on the decisions that come up.

We must respect other people's _____ in choosing their needs.

A town that shows _____ is one which helps the most disadvantaged so that they have the same rights as the rest of the population.

In order to adhere with what we have decided in a vote, there must be a strong _____ from everyone.



AGREEMENT - NEEDS - LAW - PARTICIPATES - RIGHTS COMMITMENT - SOLIDARITY - DEMOCRACY - FREEDOM - VOTE

There is **freedom** of speech when we say, write or do what we want in public.

The whole school **participates** in electing the members of the School Council.

An **agreement** must be reached between the different social groups to guarantee the good working of democracy.

All Spaniards have the right to **vote** when we are 18 years old.

We may have different **needs** to our mums and dads, but we should take them into account in order to fulfil them.

So that democracy works, governments and public administrations must always respect the **law**.

Our class works as a **democracy**: we talk freely and we vote on the decisions that come up.

We must respect other people's **rights** in choosing their needs.

A town that shows **solidarity** is one which helps the most disadvantaged so that they have the same rights as the rest of the population.

In order to adhere with what we have decided in a vote, there must be a strong **commitment** from everyone.

Are My Needs The Same As Everyone's?

This is a group activity to analyse and discover the importance of individual needs, such as those in Hannah's story, with the improvement of play areas, in relation to the collective needs of a social group.

The aim is for students to distinguish between the needs of their group, and the needs of the city in general. For this they will have to assess what other needs may arise for other social groups with the purpose of coming to an agreement on the maximum demands possible.

First of all, as a group they should brainstorm about the main needs that the students consider. Each student can say two needs (for example, improve public transport and the pedestrianisation of streets to be able to play), which will be shared with the group and written as a list. For this purpose, the teacher can use different cardboard sheets and take note of the students' proposals. Then these cardboard sheets can be hung in the classroom to monitor the agreed needs.

Once the list of needs is made, the teacher will ask if they think that their parents have the same needs, or if they would have different ones. Once these new needs have been suggested, and contrasted with the ones the students came up with, there will then be a discussion, reflection on the different needs that we can find among citizens, explaining that democracy involves balancing all of these, respecting other people's needs.

Different questions can be raised, such as:

- What needs affect a greater number of people?
- What are the main characteristics of the disadvantaged groups?
- Out of all the needs discussed, which ones are the most basic for society?
- What needs would be priority to improve the quality of life in your neighbourhood.

Once the activity has finished, the teacher can have a final reflection about the importance of participation to improve the needs of citizens and the importance of respecting disadvantaged groups throughout this process, just like with the different options that were discussed.

Let's Do a Drama Re-enactment for Participation

Following on from the story of Hannah and her friends, we suggest you do a drama re-enactment of this story in the class. To do this, the original script can be followed, but likewise you can also improvise some of the dialogue.

Specifically, the re-enactment should focus on distributing the story's characters among the students so that they represent the story themselves and take part in the participation process that the story entails.

The Mural of Participation

Once you have worked on Hannah's story and her actions to improve the parks in her city, we suggest creating a mural with words and drawings, etc., displaying the needs of the school, for example. These may involve issues regarding the organisation of the school, collective needs or the demands of young people, etc.

Once the school's needs have been established, we suggest transmitting these to the authorities by means of a visit coordinated by the teachers, with the aim of these being listened to and resolved.



SESSION 3: WORKING ON COLLABORATION

Collaboration is the process through which governments and public administrations work together with other public administrations and governments or with the private sector and civil society for the definition of public policies and the improvement of public services. In other words, collaboration is understood as the creation of new meeting, dialogue and work spaces to encourage the co-creation of initiatives and the co-production of services. Public administrations and governments increasingly interact and facilitate the development of different networks of agents that make up the context of **collaboration**.

Collaboration can be found in the different levels of government (local, regional and state) and it makes up a mechanism through which the governments legitimise their actions and decisions, making the other agents co-responsible. In this case, there is the story where Hannah and her friends propose a problem regarding traffic in the surroundings of their school which is resolved by means of the collaboration between different agents and institutions.

Here some instruments and methodology are presented to solve social problems, involving not just citizens, public employees and public administrations, but rather also agents, such as companies, tertiary sector organisations, universities and associations. That is why it is important in this story to highlight the different roles and contributions that all agents can make in order to solve the proposed problem.

Hannah and Her Friends Help with the Traffic

The students at the Velázquez School get to class. Some of them get there via school transport, some on public transport, other accompanied by their relatives and many walk to school.

"Good morning, Hannah."

"Good morning, Tom. How're you? ", asked Hannah whilst she arrived, running to cross the street that the school is on.

"I'm good. And you, where are you going so quickly?"

"I had to cross the street running because there are no pedestrian crossings and nobody controls the amount of cars that come to drop off those of us that live far away in the morning and to pick us up in the afternoon. It's dangerous for everyone to cross the road like this."

"Good idea, I'll go with you", said Tom, following Hannah along the corridor.

The two headed to the Head Teacher's office and told her the situation about the traffic in the area around the school. There was not much space to park, there was not a specific area for buses or a disabled parking bay... In short, it was chaos arriving at school every morning.

"We don't know how to solve this", said Hannah, with a face of acceptance.



"Let's see. If we can't solve this by ourselves, we will ask for collaboration from other people that are affected by this and that could provide solutions", said the Head Teacher thoughtfully. "I've got it!, I'm going to bring it up in the next School Council meeting so that the parents, the representatives from the school bus company, the traffic councillor at the local council and the local police are all involved and... can you think of anyone else that may be able to contribute anything?"

"Us!" Exclaimed Hannah.

"Yes, that's right. You too can contribute ideas," confirmed the Head Teacher.

"Wait a second, " said Tom, "This is very similar to the work that my mum does at the company she works at. She's in charge of organising a group of people involved in a problem so that they find a solution between them all. I've heard her talk loads of times of a ideas laboratory or something like that."

"That's great, Tom! ", exclaimed the Head Teacher, "I'm going to talk to your mum to ask her to coordinate this work. We are going to create the Velázquez Laboratory to improve the traffic; a meeting point in which we can all contribute solutions to the problem."

"It sounds great! " exclaimed Hannah excitedly.

"Let's get to it", settled the Head Teacher whilst the school bell rang to say classes were starting.



It was a very important project for the school: everyone had to come up with solutions to improve the traffic and the safety on the streets around the school. As the days went past, the Head Teacher, with the help of Tom's mum, called all the people and organisations that were to be involved in the "Velázquez School Ideas Laboratory" to invite them to the first meeting, in which the problems would be detected and possible solutions would be raised.



Throughout various meetings and with the active collaboration of all the organisations and people involved, a series of solutions were established, which entailed:

- The local council putting several raised pedestrian crossings on the road, which would reduce the speed of the cars and make it easier for pedestrians to cross the street.
- The local police sending a patrol car from the traffic unit at lunch time and at the beginning and end of the school day.
- The school bus company, along with the local council, facilitating a school bus parking area next to the school and a disabled parking area.
- The school giving a series of courses on road education for all students, facilitating their knowledge of road safety.
- The parents' association creating a campaign to encourage the use of bicycles instead of cars, and the school creating bicycle parking area.

What Have We Learnt?

This story has dealt with **collaboration**, one of the three pillars of Open Government, along with transparency and participation. What conclusions can we draw from it?

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Let's Play in the Classroom: We Are All Essential

Objectives

- To participate actively in the game in order to reflect on the social values of justice and equity.
- To identify and acknowledge the importance of different social roles and the interaction among people in order to live harmoniously in society.
- To discover the contributions that can be made from each role.

Description

The teacher should get the students to sit in a circle. Then a bag/box with papers will be passed around and each student will pick one. On these pieces of paper there will be a profession written down (teacher, carpenter, designer, lawyer, scientist, driver, cook, dentist, actor/actress, architect, street sweeper, librarian, fire fighter, doctor, electrician, nurse, stylist, post man/woman, butcher, pharmacist, photographer, etc.).

The students will then say, out loud, the profession that they have picked from the box/bag so that everybody knows what their role is in society.

The teacher will then suggest a problem that affects society.

For example:

- Lack of care of the city's public parks.
- Abandoning of pets, such as cats and dogs.
- Lack of bike lanes in the city.
- Problems to access the municipal library facilities.

After raising the problem, the teacher should ask the student with the profession that they consider would be most affected by the problem, how they would suggest to solve it. For this, the student should explain to their classmates their approach to the solution. Following this, the students go around the circle expressing their views, ideas and experience, according to their corresponding profession, to add to the solutions. The issues should be approached so that the students check that the solution to the problem will always be better if each of them collaborate from their position.

The Enigma Game

This is a dynamic that acts to investigate, find a solution to an initial, unresolved problem, to discover the end of a story which was missing parts, etc. As if they were detectives, the boys and girls investigate based on the clues that their teacher gives them.

Among them all they have to come up with an hypothesis and ask the teacher questions; but the teacher can only reply with a "yes" or "no". The teacher cannot give any more information and it should be the students, by means of collaboration, that find out the answer to the enigma.



By way of example, an enigma could be the following: "A man walks into a bar. He asks for a glass of water. The waiter hides behind the bar and appears dressed as a ghost. The man thanks him and leaves." What could have happened in this story? The solution is that the man that walked into the bar had hiccups and the waiter helped him by scaring him. These kind of enigmas, that are simple yet very complex, need imagination and everyone's collaboration in order to be solved, so the dynamic is interesting in order to discover the collaboration process itself.



We're Going On a Trip

In this case, the class is organised in different small groups of 4 or 5 students. Each group should decide where they want to go on an end of year trip. To do this, each member of the group must decide where they would like to go and the group, after a discussion, will choose a destination. After this they should suggest the means of transport to be able to get there, the date, the departure and arrival times, the need for guides or accompanying adults, the activities that will be carried out on the trip, the cost and how to get money in order to reduce the price.

Once the decisions have been agreed, the spokesperson from each group will explain their group's decision to the rest of the class. Then, a single proposal will be agreed on, by means of analysis and collaboration among all the groups. This way, everyone will have contributed to achieve a shared agreement.



SUMMARY:

Through this guide we have wanted for **primary education students to delve into the world of Open Government**. For this purpose, three stories have been created related to the three pillars of Open Government: transparency, participation and collaboration, as well as a series of activities to be able to practically work on the concepts, explain them and understand them.

Open Government is a philosophy, a new way of governing our societies and understanding our governments and public administrations, based on **transparency**, **participation** and **collaboration**, with the aim of taking advantage of citizens' knowledge to involve them in the improvement of our societies. It is a journey through stages that requires involving everyone in society- including children. We hope that starting from now you also become part of the **Open Government** community.

ASSESSMENT CRITERIA

CATEGORY	OUTSTANDING	REMARKABLE	PASS	INSUFFICIENT
Reading of texts	I correctly read the texts, respecting punctuation marks and intonations.	I correctly read the text, albeit with the occasional error.	I can sufficiently read the text and although I correct my mistakes, I continue to make them when reading.	I do not correctly read the text, or I do not want to.
Comprehension of texts	I perfectly understand the story and the simile in order to understand what Open Government means.	I perfectly understand the story, although I am unsure of its meaning with regard to Open Government.	I understand part of the story, although I am unsure of its meaning with regard to Open Government.	I do not understand the story or its relation to Open Government.
Participation in activities	I actively participate in all activities and I have initiative to do so.	I actively participate in all activities, but because the teacher encourages me to do so.	I occasionally participate in activities when the teacher asks me to.	I do not participate in activities when the teacher asks me to.
Quality of participation	My contributions to the activities are positive and they respond in a very elevated way to the concepts of the activities.	My contributions to the activities are positive and they respond to the concepts of the activities.	My participation is limited and although it is sufficient, it does not respond to the expectations of the activity.	My contributions are not relevant to the activity, not even for my classmates.
Comprehension of concepts	I understand the concepts related to Open Government and I know how to relate them with my day-to-day.	I understand the majority of concepts related with Open Government and through intuition I can relate them with my day-to-day.	I understand some of the concepts dealt with, although I do not know how to relate them with my day-to-day.	I do not understand the concepts dealt with and I do not know how they fit with my day-to-day.

DISCOVER THE VALUES OF OPEN GOVERNMENT WITH HANNAH AND HER CLASS



Teaching Guide for Primary Education

- Student's Book -

HANNAH'S SCHOOL TRIP

Hannah is 10 years old and goes to the Velázquez Primary School in a medium-sized city on the Spanish coast. She is a hard working student and gets on well with the rest of her class.



One day, shortly after coming back to school after Christmas, and after a rainy, very cold period, Hannah started to feel ill.

"I don't feel very well", she said to Mr Ward, her teacher.

"We're going to call your Dad so that he takes you to the doctor's for a check-up. It looks as if you've got a cold", he replied.

Mr Ward phoned her Dad and told him that it seemed like his daughter had a temperature. A few minutes later Daniel, Hannah's Dad, was at the school to pick up his daughter.

"I've managed to get a doctor's appointment, so we're going there."

At the medical centre, the doctor told Hannah that she had a bad cold and a high temperature and that she could not go to school for the entire week.

"I'm going to miss all the Culture Week activities", she said, disappointed.

"Don't worry, sweetie, they'll tell you all about them."

Whilst Hannah was ill at home, the school was getting ready for all the Culture Week activities: sharing days with grandparents, music concerts, photography exhibitions and many more activities.

The teacher said in class that next Monday there would be a school trip to the capital of their autonomous region to visit the Governmental Palace, the Autonomous Parliament and the Delegation of the Government of Spain, and that they should bring a consent form signed by their parents. Everyone was surprised and happy about the unexpected trip.

Monday, the day of the school trip, came around and, just like every day, Hannah's Dad took her to school. Hannah had her rucksack on, she had her books and her lunch and was ready to get back to classes. When they got to school, Hannah and her Dad saw a lot of activity, but they did not think anything of it and said goodbye to each other.

"Good morning, Hannah." I'm really glad to see you and that you're feeling better."

"Morning, Mr Ward. Why is there so much activity in the school today?" she asked whilst seeing her classmates get onto a bus.

"We're going on a trip to the capital. Have you brought the consent from you parents?"

"What trip? I didn't know anything about it!" said Hannah, surprised.

"I'm sorry, Hannah. I though you knew. We're going on a trip and you can't come unless you've got consent from your parents".

Tom, one of Hannah's classmates, heard the conversation and told the others when he got on the bus. A couple of minutes later, they all got off the bus to talk to Mr Ward.

"We don't want to go on the trip if Hannah can't come too", Tom said to Mr Ward. "We want Hannah to come with us. Why don't you call her Dad for him to come and sign the consent now?"

"I'm glad you've said that, Tom. You're all right. The school should have published the information about the trip on the website further in advance. It's very good to stick together with Hannah. I'm going to call her Dad."

A few minutes later Hannah's Dad came back to the school to sign the consent and the bus set off towards the capital.



Once they were all on the bus, the teacher asked for the microphone and spoke to all the students.

"What you've done today is very important. You've helped your classmate Hannah who was in a complicated situation where we were going on a school trip without her. You should be proud of yourselves, thanks to what you've done, from now the school is always going to publish all information on their web page and they are also going to send an email to families."

Once they arrived at the capital, Hannah and her classmates found out what the Governmental Palace is like, how the Autonomous Government works and the functions that the Delegation of the Government has, which they did not know beforehand.

Hannah and her class had been responsible for the new transparency measures that were going to be put in place in her school. They were the driving force behind the Velázquez school starting to head towards Open Government, with transparency being the first measure of this.

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What Have We Learnt?

In the story of Hannah's School Trip we have learned that:

- The public administration, in this case represented by the Velázquez School, has the obligation to **provide us with information** about its activity. In the case that the information is not public, we can ask for this ourselves.
- **Transparency is an essential value** for the good working of any school, just as it is for any public institution and democratic system.
- The new **system informing** parents by means of the internet is an ally of transparency. The more we innovate, the more transparent institutions will be.

Words for Transparency

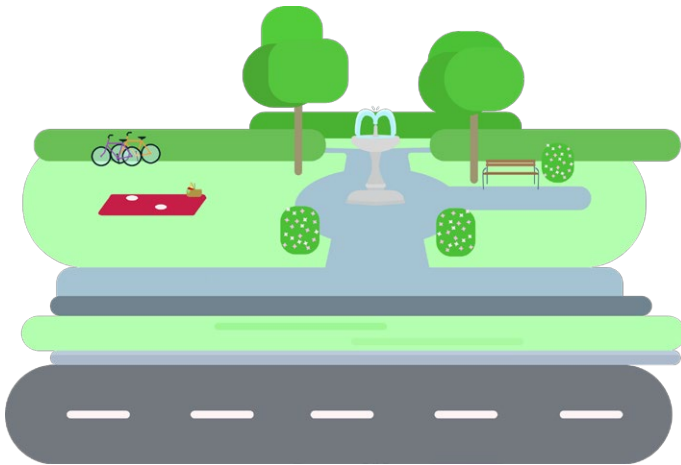
Here is a word search on transparency. You will have to find the following words which are all associated to the values of transparency.

**RESPECT - PARTICIPATION - SINCERITY- TRUST
INNOVATION- FRANKNESS - TRUTH - TRANSPARENCY**

F	Y	C	R	I	N	I	S	I	R	O	N	O	I	I
R	I	C	O	O	C	O	S	I	O	R	A	O	U	F
I	R	S	N	R	C	I	O	I	S	I	O	I	O	N
O	L	I	C	S	H	U	A	N	Q	U	I	S	O	D
I	S	O	A	I	U	C	S	O	R	O	J	O	I	O
I	N	D	I	R	M	K	V	O	O	C	O	D	R	A
O	C	N	O	O	I	V	i	R	O	O	R	C	O	I
B	A	I	O	M	A	S	U	I	R	O	O	O	U	R
O	M	L	H	V	D	O	A	D	V	C	O	I	Q	I
O	O	N	F	i	I	N	R	I	O	R	R	O	N	D
R	B	O	O	S	D	O	O	D	H	O	R	B	I	O
O	R	A	M	O	I	B	I	V	I	S	I	A	R	O
N	O	O	I	U	R	I	D	O	L	N	A	T	F	U
B	A	U	F	H	I	I	I	O	N	O	A	I	V	I

HANNAH AND HER FRIENDS IMPROVE THE PARKS

Hannah is on her way to school, deep in thought. While on the school bus she cannot stop noticing the parks and gardens in the city where she lives. She is realising that there are lots of large parks and lots of vegetation and areas to rest, but there is only one park that has a good play area for children.



When she gets to school, while waiting to go into class, Tom and Rachel are talking and the topic of conversation comes up:

"Yesterday I was walking my dog, Harley and all the play areas were closed for reparation works", Tom said, with a face of acceptance.

"The park in my neighbourhood doesn't have any good play areas either. Most of the swings are broken and I'm not allowed to play there", exclaimed Rachel whilst taking her books out of her rucksack for the class that was about to start.

"I have an idea!" exclaimed Hannah, *"I've seen on the school noticeboard that the local council is going to create a Children's Council".*

"A what?", asked Tom with a look of scepticism.

"A Children's Council. My mum told me that it's a group of boys and girls that can represent us and as the local council authorities to solve our problems".

"Wow, Hannah! You know everything!" said Rachel, roaring with laughter.

"No, it's just that I'm a nosey parker!", joked Hannah, *"It would be the perfect place to talk about the needs that the parks in the city have and the problems that we have to be able to play in them. They need to be improved and we need more play areas."*

"So, why don't we present ourselves to the Children's Council and solve this?", said Tom, completely convinced.

Hannah asked for permission from the teacher to talk in class about the idea. She told the rest of the class about the needs of the municipal parks and gardens and the possibility they had of taking part in the Children's Municipal Council. They were all in agreement about improving the play areas.

"Who wants to put themselves forward as a volunteer?", asked the teacher, *"because of how many of you there are, you could have two representatives".*

"I'd like to put myself forward, does anyone else want to?", asked Hannah.

"I want to", said Tom.

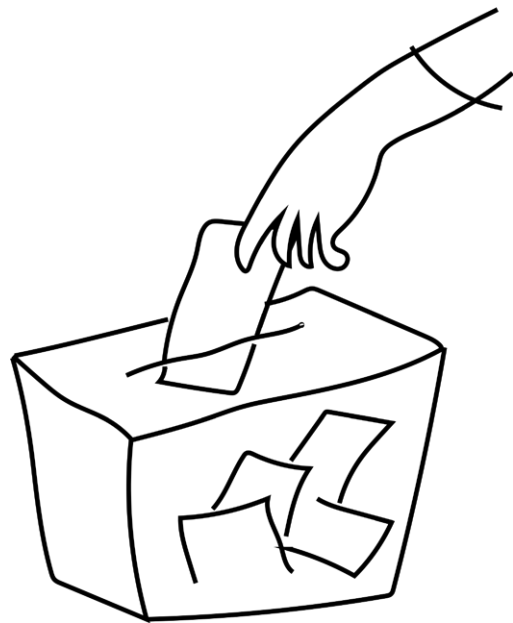
"And me!" exclaimed James.

"Well me too", said Rachel.

At this point they all looked at each other: there were four candidates for two representatives- something had to be done. So the teacher said:

"Why don't you vote to choose your two representatives? It is a serious responsibility and the best thing is that whoever is chosen to transmit your demands, is chosen democratically among you all".

They all applauded the idea and that same morning they organised a vote with a ballot with the help of their teacher. Each student could choose two out of the four candidates, and they would have to write their names on a piece of paper and put it in the ballot box, just like in any election.



After counting the votes, Hannah and Tom were elected as representatives, and they got straight to work. They were talking to their classmates and writing the needs about the parks and gardens where they lived in a notebook, as there were children at the school from all over the city.

They reached the conclusion that improvements should be made in 10 of the 22 municipal parks. The furniture needed to be changed in some, in others the play areas needed to be expanded and in others new infant play areas should be made.

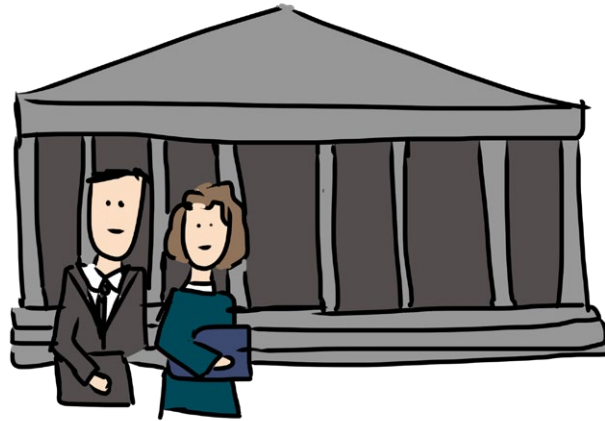
At the next Children's Council meeting in the city, Hannah and Tom took to the floor and explained all the proposals that they had collected from their classmates to the councillor responsible for parks and to the mayor of the city.

"Thank you so much, Hannah and Tom", said the mayor, *"You should be proud of the work you've done. We knew that improvement needed to be made, but we didn't know the situation. So, in*

the Municipal Government's next plenary session an agreement will be put forward to improve and renovate the children's play areas in the parks. I hope that, between us all, we take care of our parks and gardens."

Hannah and Tom felt useful: after a great deal of work, and with the participation of all their classmates, they had managed to get the local council to commit to improving all the play areas in the municipal parks and gardens.

A year later the majority of the parks had new play areas. This way, Hannah's idea gained strength thanks to the participation of all the students and, in the end, it became a reality. From this moment, Hannah, Tom, James, Rachel and the rest of their friends were able to enjoy excellent play areas in all of the city's parks.



What Have We Learnt?

In the previous story, in which Hannah and her classmates are able to improve the play areas in the parks in their city, we have learned several things:

- It is good to take care of our environment. We should be aware that, just like in the story, parks and public facilities, as well as green spaces, are for everyone and we should all contribute to conserving them and improving them.
- We should **turn to the authorities** when we find imperfections or the need for public facilities to be improved. With respect and civility, it is always good to tell governments and public administrations our needs.
- There are **participation mechanisms**. In this case, Hannah and Tom transmit their request by means of the Children's Council in the city. The best way of participating in public decision making should always be analysed.
- **Participation is for everyone**. As seen in the story, Hannah and Tom are elected by the other students in their class and later they collect all the request that they class inform them of to transmit these correspondingly.
- **It is always recommendable to participate**. Our voice should be listened to, that is why we should always participate in public decision making.

Phrases for Participation

This activity involves completing a series of phrases related to participation with the words found in the box below. This task will be completed in pairs and then worked on as an entire class.

AGREEMENT - NEEDS - LAW - PARTICIPATES - RIGHTS
COMMITMENT - SOLIDARITY - DEMOCRACY - FREEDOM - VOTE

There is _____ of speech when we say, write or do what we want in public.

The whole school _____ in electing the members of the School Council.

An _____ must be reached between the different social groups to guarantee the good working of democracy.

All Spaniards have the right to _____ when we are 18 years old.

We may have different _____ to our mums and dads, but we should take them into account in order to fulfil them.

So that democracy works, governments and public administrations must always respect the _____.

Our class works as a _____: we talk freely and we vote on the decisions that come up.

We must respect other people's _____ in choosing their needs.

A town that shows _____ is one which helps the most disadvantaged so that they have the same rights as the rest of the population.

In order to adhere with what we have decided in a vote, there must be a strong _____ from everyone.



HANNAH AND HER FRIENDS HELP WITH THE TRAFFIC

The students at the Velázquez School get to class. Some of them get their via school transport, some on public transport, other accompanied by their relatives and many walk to school.

"Good morning, Hannah."

"Good morning, Tom. How're you?", asked Hannah whilst she arrived, running to cross the street that the school is on.

"I'm good. And you, where are you going so quickly?"

"I had to cross the street running because there are no pedestrian crossings and nobody controls the amount of cars that come to drop off those of us that live far away in the morning and to pick us up in the afternoon. It's dangerous for everyone to cross the road like this. I'm going to ask the Head Teacher what we can do to solve this."

"Good, I'll come with you", said Tom, following Hannah along the corridor.



The two headed to the Head Teacher's office and told her the situation about the traffic in the area around the school. There was not much space to park, there was not a specific area for buses or a disabled parking bay... In short, it was chaos arriving at school every morning.

"We don't know how to solve this", said Hannah, with a face of acceptance.

"Let's see. If we can't solve this by ourselves, we will ask for collaboration from other people that are affected by this and that could provide solutions", said the Head Teacher thoughtfully. "I've got it!" "I'm going to bring it up in the next School Council meeting so that the parents, the representatives from the school bus company, the traffic councillor at the local council and the local police are all involved and... can you think of anyone else that may be able to contribute anything?"

"Us!" Exclaimed Hannah.

"Yes, that's right. You too can contribute ideas," confirmed the Head Teacher.

"Wait a second," said Tom, "This is very similar to the work that my mum does at the company she works at. She's in charge

of organising a group of people involved in a problem so that they find a solution between them all. I've heard her talk loads of times of a ideas laboratory or something like that."

"That's great, Tom!", exclaimed the Head Teacher, "I'm going to talk to your mum to ask her to coordinate this work. We are going to create the Velázquez Laboratory to improve the traffic; a meeting point in which we can all contribute solutions to the problem."

"It sounds great!" exclaimed Hannah excitedly.

"Let's get to it", settled the Head Teacher whilst the school bell rang to say classes were starting.



It was a very important project for the school: everyone that had to come up with solutions to improve the traffic and the safety on the streets around the school. As the days went past, the Head Teacher, with the help of Tom's mum, called all the people and organisations that were to be involved in the "Velázquez School Ideas Laboratory" to invite them to the first meeting, in which the problems would be detected and possible solutions would be raised.

Throughout various meetings and with the active collaboration of all the organisations and people involved, a series of solutions were established, which all entailed:

- The local council putting several raised pedestrian crossings on the road, which would reduce the speed of the cars and make it easier for pedestrians to cross the street.
- The local police sending a patrol car from the traffic unit at lunch time and at the beginning and end of the school day.
- The school bus company, along with the local council, facilitating a school bus parking area next to the school and a disabled parking area.
- The school giving a series of courses on road education for all students, facilitating their knowledge of road safety.
- The parents' association creating a campaign to encourage the use of bicycles instead of cars, and the school creating a bicycle parking area.

The



improvements soon came about, as the cars drove far slower, there were areas to park and everyone knew where they could cross the street. Additionally, many parents chose to travel by bike as an alternative to travelling by car.

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Through this guide we have wanted for **primary education students to delve into the world of Open Government**. For this purpose, we have seen three stories that are directly related to the three pillars of Open Government: transparency, participation and collaboration, as well as a series of activities to be able to practically work on the concepts, explain them and understand them.

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TÍTULO: Teaching Guide OPEN GOVERNMENT. Primary Education

”Este documento no es una traducción oficial. Aunque se ha procurado garantizar que esta versión corresponda a los textos originales, la única versión oficial es el texto en castellano disponible en el sitio web del INTEF y en el Portal de Transparencia de la Administración General del Estado”

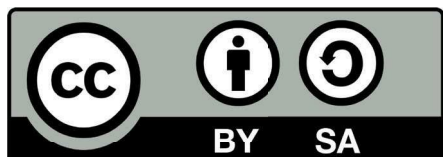
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