



**Objective:** Young people actively engage in the UK General Election process by presenting their Manifesto for the World to their newly elected MP.

Whilst they are too young to vote, this project will help young people to explore ways to exercise their voices at a vital moment of UK political life, understand their role as global citizens as they engage with the new Parliament, and explore how the UK's actions link to the United Nations Sustainable Development Goals.

This class manifesto project pack will guide teachers and young people on a journey to explore their relationship to UK politics, culminating in a collaborative process to devise a shared manifesto of young people's views, hopes and visions of the role the UK can play in making the world a better and fairer place.

After creating their manifesto and learning about active participation in the General Election process, the children and young people are encouraged to share the manifesto with their newly elected Member of Parliament (MP) as a core part of the learning journey. As well as ideas for learning about the election and engaging their new MP, we've also provided a press release template for children and young people to use to pitch their manifesto to their local paper to publish.

By the end of this project, young people will:

- Understand what a General Election is, and its significance to them as young people
- Develop their understanding of the Sustainable Development Goals
- Know how to exercise their voice and engage their newly elected MP
- Develop their understanding of global themes, and engage in the UK democratic process as global citizens

*Activities that could easily be cut to allow for time are **highlighted in blue***

[Lesson 1: Understanding the General Election as global citizens](#)

[Lesson 2: Understanding the Sustainable Development Goals as global citizens](#)

[Lesson 3: Your voice matters](#)



## Lesson plan 1: Understanding a General Election as a Global Citizen

### Learning objectives

After participating in this lesson, the learner will

1. Explore the UK General Election, learn what it is, and why it is important
2. Explore the importance of the UK election beyond the UK
3. Develop an understanding of their role as global citizens when engaging with the UK General Election

### Facilitator notes:

On Wednesday 22 May 2024 the Prime Minister called a UK General Election to take place on Thursday 4 July 2024. Parliament was dissolved on Thursday 30 May and MPs ceased to be MPs. Candidates representing the different parties began campaigning to be the MP in each of the UK's 650 constituencies, many of which now have new boundaries for the first time since 2010.

You can find out the new constituency boundaries [here](#) and check the list of candidates for each constituency [here](#). As the campaign proceeds young people may learn about the manifestos of the different parties and the views of the candidates contesting the election in their constituency. We suggest you complete the learning and critical thinking elements of this project during or shortly after the election campaign, and then engage your newly elected MP after the election results are announced on July 5<sup>th</sup>. There is no expectation for you to engage candidates during the campaign.

The purpose of the project is to support young people to explore the relationship between the General Election in the UK and global issues and to understand their role as global citizens when engaging with the UK General Election. Young people will reflect on how a General Election forms the UK Government, how the government in the UK can have an impact around the world, and how they, as young citizens, can work with their newly elected MP after the election to act in solidarity with people around the world. The election will be fresh in people's minds for many months, and you may complete the project any time between July 5<sup>th</sup> and the end of 2024.

A key element of this learning is creating opportunities for young people to reflect on their values and hopes for a fair and more sustainable future for everyone regardless of where they are in the world, and to use their values and hopes as a tool to engage with their wider community and MP.

Young people under 18 still have a right to be heard following a General Election despite not being able to vote in it.



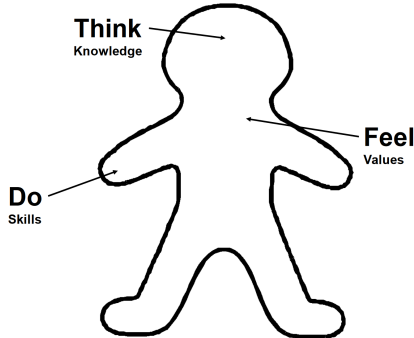
**Starter activity: What does it mean to be a global citizen?**

Slide 2

Put the words “Global Citizen” on the board in a spider diagram. Together as a class, create a mind map of what this might mean. Explain the significance of the term in today’s interconnected world.

**Lesson activity 1: Head, heart, hands**

Slide 3



Work by yourself or in a pair. There are no wrong answers. Think back to the previous activity to help you.

Outline a "gingerbread person". Think about your role or the role of young people from your generation as global citizens. What does a global citizen think? How does a global citizen feel? What does a global citizen do? Working in pairs or by yourself, label the gingerbread person with these attributes. There are no wrong answers. You can think back to the introductory activity to help you.

- The mind: knowledge and ideas - thinking**
- The heart: values and attitudes - feeling**
- Hands: skills and abilities - doing**

Ask a few individuals or groups to share their ideas. How much agreement is there in the class? Are there any patterns in the responses?

When there is an election, citizens are asked to make choices about the type of country they wish to live in. When citizens vote or participate in campaigning, they bring their knowledge, their values and their abilities with them.

This is why you’ve been asked to think about the meaning of global citizenship and what it looks like at the beginning of this project.



## Activity 2: What is a General Election?

Slide 4

*Create three signs with the words agree, disagree and not sure. Hang the 'agree' and 'disagree' signs on opposite sides of a room large enough for the young people to move about in. Hang the 'not sure' sign in the middle.*

Gather all the young people in the middle of the room and explain that we are going to do an activity that will involve a bit of moving around. Explain that you will be reading some statements out and they will have 10 seconds to think about their answer and move to the relevant space in the room.

Read the following statements one by one, giving the young people time to move to their chosen answer. Between each statement, ask for volunteers to share why they have chosen to stand where they are standing.

### Statements:

1. I know what a General Election is. I know who the main political parties are.
2. I know who I would like to vote for (note there are no right or wrong answers here and young people should not be asked to say who).
3. We should think about other people's needs when thinking about who to vote for.
4. What the UK does as a country has an impact elsewhere in the world.
5. The UK has a role to play in supporting other countries.

Invite young people to go back to their seats and have a brief reflection. Prepare the short video ([1162](#)) [How does the General Election work? - YouTube](#)

*This short video can support young people to have a better understanding of a General Election. **If you feel that your young people already have enough understanding then skip this activity.***

Slide 5

Write up the following questions on the whiteboard for young people to think about as they watch the video: '

- What happens after you've voted?
- What happens if you can't vote on the day of the election?
- What happens if there's no clear winner in the election?'

*The activities that follow will help unpack some of the themes of the video further as you go through the session.*



Watch the General Election video together. Explain that this video was created by the official UK Parliament education team to give young people an understanding of the General Election.

**Share these questions before watching the video and invite the young people to take note of their answers:**

- **What activities do local candidates and parties do to win votes?**
- **What is a manifesto?**
- **What is the system for counting votes called?**
- **How is it decided which political party forms a government at the request of the King?**
- **What are the two possible outcomes from a hung parliament (when there's no clear winner)?**
- **What questions do you still have after watching this video?**

### **Activity 3: Card matching**

Slide 6

**Preparation:** *Cut out one set of government term cards from the resource sheet for each small group of 3-5 young people.*

Following the short video, invite young people to split into small groups and give each group a set of cut-out government terms. Explain that their task is to match each term with the correct definition.

#### **Explain:**

A General Election is when we as a country get to vote for our **local MP** and, by doing this, who we want to lead the country for up to the next five years. A number of candidates stand for election and each candidate runs for a different political **party**.

Voting takes place in your local area (which is called a constituency) and the one candidate who wins the most votes will represent EVERYONE in that constituency even if they didn't vote or they don't agree with the winning candidate. The MP's job is to represent all constituents in Parliament. You can write to or meet your MP about your concerns and what you would like them to do.

The government is formed by the party that wins the most seats in the House of Commons. It's the government's job to make important decisions about how the country is run; to implement their policies; to decide how money and other resources will be used on important issues like healthcare, education,



environment, energy and support for people that need it; as well as how the UK interacts with other countries around the world.

- Does anyone know which party currently runs the government?
- Does anyone know the name of their MP (either in the 2019-24 Parliament or the new Parliament) and which party they belong to?

***Resource sheet below, and available as editable document in file***



## General Election Card Matching Resource Sheet

House of Commons	The House of Commons is where MPs meet to debate issues, policies and proposed laws. They will ask questions of the government and Prime Minister and they will vote on new laws and other issues.
Member of Parliament (MP)	The person elected by local constituents to represent them in the House of Commons.
Candidate	Someone who is running for election as an MP.
The Government	A group of MPs who decide how the country is run and manage everything from healthcare and education to decisions about climate change and the UK's role in international development.
Prime Minister	The leader of the party with a majority in the House of Commons who leads the Government and appoints ministers to government departments (eg, Department for Education).
Leader of the Opposition	The leader of the second biggest party in the House of Commons. Their job is to hold the governing party to account. Every week they have an opportunity in the House of Commons to ask the Prime Minister questions.
Constituency	The local area that an elected MP is responsible for representing. There are 650 constituencies, each with roughly the same population.
Local Council	The elected organisation responsible for managing public services at a local level. The Council makes important decisions on issues like local parks, bin collections, local transport, etc.
Manifesto	A document that political parties publish before a General Election that outlines their ideas and policies of what they would like to do if they are elected.
Civil Service	This is a group of people who are employed by the government to carry out its policies. They are politically impartial*, and do not associate with one party or another.
Devolved Government	A transfer of power from the central UK Government to the nations of the UK. The governments of Northern Ireland, Scotland and Wales are devolved.
Foreign, Commonwealth and Development Office	The Government department in charge of the UK's relationship with the rest of the world, including global development.



#### Activity 4: The role of an MP

Explain that in the General Election, people vote for who they want to represent them in their local constituency. People aren't directly voting for who they want to be Prime Minister. That is decided by which party has the most MPs in the House of Commons.

During the election campaign the candidates standing for election will distribute materials in the local area which explain their policies and why they want people to vote for them. They may knock at the door and ask to speak with electors. This is called canvassing. Young people could find out what the policies of the different candidates are, particularly in relation to global issues.

Once an MP is elected, the [www.theyworkforyou.com](http://www.theyworkforyou.com) website records almost everything an MP does on their constituents' behalf in Parliament.

This is a good place to learn more about MPs, what they do on constituents' behalf and what they're interested in. MPs are a very diverse group and hold many different interests and opinions. Understanding your MP better is one good way to plan how to engage them. Once your MP is elected, simply enter your school's postcode on the website and it will take you to the page for your MP and constituency.

Share: MPs represent local people at a national level. They vote in Parliament on laws, they debate issues which affect the country, they can ask the government questions and they can work with other MPs on important issues. MPs will often support local people with issues by campaigning on their behalf. \*

**True or False - Read the following statements and see if young people think that they are true or false.**

- **MPs represent all members of their constituency in Parliament.**
  - True. The job of an MP is to represent all constituents, not just the people who voted for them.
- **Local constituents are not allowed to influence MPs.**
  - False. Engaging with your local MP is an important part of participating in democratic life.
- **You have to be over 18 to vote and engage with your MP.**
  - False. While you do have to be 18 and over to vote, under-18s can and should still engage with their MPs.
- **MPs have to do what you tell them to do.**
  - False. MPs should listen to the concerns of their constituents, but they are not obliged to vote the way we want them to.

Slide 7





- **I can write a letter to my MP or meet with them in person.**
  - True. Writing to or meeting your MP can be a really useful way to engage with them.
- **The only time to participate in democratic life is during a General Election.**
  - False. While a General Election is an important moment, it is important to stay informed and engaged in democratic life on an ongoing basis.
- **MPs don't get to make all the decisions affecting their constituency.**
  - True. While MPs can have influence in what happens locally, many decisions are made by the local council (eg, organising bin collections, how much money to spend on local parks, etc)
- **MPs often get told how to vote by their party.**
  - True. While MPs represent local people, there are a lot of other people that influence how an MP will vote. Their party expects them to vote for/against certain issues. Charities, businesses and special interest groups will also be trying to influence how an MP votes on particular issues.

*\*It is important to note that MPs don't have much power at a local level. Many of the decisions about local issues are decided by the Local Council. Local Councillors are selected in a different election.*

### **Activity 5: Me and the world**

Slide 8

**Preparation:** Gather A4 paper, coloured pens and arts materials for young people to craft their manifesto booklets.

Explain: As part of a General Election, each party will share a document called a manifesto. A party manifesto presents the ideas, policies and values that the party will put into place in Government if they win a majority in the election.

Typically, a manifesto will cover different policy areas. These policy areas all affect different aspects of our nationally shared life. And these policies also have an impact on people elsewhere in the world.

Share with the young people that over the next few lessons, they will be preparing to write their own class manifesto on the global issues they care about, to share with their newly elected MP. They will also consider what they



think the UK's role is in working with the rest of the world to make it a better, fairer place.

For this activity, ask young people to draw a stick person in the middle of a circle (to represent the world). This represents the young person as a global citizen.

They should then annotate their drawing using three different coloured pens:

**Colour 1:** What are my values and what characteristics do I want to be known for? (Look back at the gingerbread person from earlier in the lesson)

**Colour 2:** What would make the world a better and fairer place? What issues do I care about?

**Colour 3:** Draw lines to link the values and characteristics to the issues that young people care about (*eg, you might draw a link between the value of 'kindness' and the issue that 'no one should have to experience poverty'*).

### Plenary

Ask young people to reflect in pairs on the following questions:

1. What is a General Election and why is it important to us?
2. What does it mean to be a global citizen?
3. How does what the UK does affect the rest of the world?
4. What is a manifesto, and what sort of things would I want to put in mine?

Slide 9



## Lesson Plan 2: Understanding the United Nations Sustainable Development Goals as Global Citizens

### Learning objectives

After participating in this lesson the learner will:

1. **Develop a further understanding of what it means to be a global citizen, recognise the importance of the Sustainable Development Goals and relate these concepts to the UK General Election. Understand how young people can use their voices to call for change.**

### Starter activity: Who am I?

Briefly recap the previous lesson with a quick quiz. Show the following statements in speech bubbles, representing different people in Parliament. Ask young people to respond to bubbles, answering the question, 'Who am I?'

1. 'I am not the Prime Minister, but I would like to be. It is my job to hold the current government accountable, and I often debate with the current Prime Minister.'

*(Leader of the Opposition)*

2. 'I help to manage public services at a local level and make decisions about things like local parks, bin collection and local public transport.'

*(Local Councillor)*

3. 'I am a document that political parties publish before an election to outline their ideas and policies if they get elected.'

*(manifesto)*

4. 'I am politically impartial. This means I do not associate with any specific party's politics, but I work to implement the Government's policies.'

*(civil servant)*

5. "I am your local area that your elected Member of Parliament (MP) is responsible for representing in Parliament"

*(constituency)*

Slide 11



## Activity 1: Introduction to the Sustainable Development Goals

Slide 12

Ask young people what they think are the biggest challenges facing the world today. Listen to their ideas and note down any common or relevant themes (eg, climate change, war, poverty, hunger). Think back to some of the issues you came up with in the last lesson. Is there anything there to build on?

Ask young people if they know of anything that is being done to try and tackle some of these challenges?

Introduce the [Sustainable Development Goals](#). The Sustainable Development Goals (sometimes called the SDGs) are a list of global goals that have been agreed upon by the United Nations, a global organisation that exists to bring peace to the world and help solve world problems. There are 17 goals that every country in the United Nations has agreed to in order to help make the world a better, more sustainable place for everybody by 2030. Explain that they are going to learn more about these goals and think about which ones are most important for them. They can also use these goals and ideas to help shape their own views and opinions that they would like to share with their candidates or MP.

Slide 13

Print the worksheet (**on slide 13**) of Sustainable Development Goals and distribute to young people. Split into groups of four and invite young people to read through the headings of the goals and discuss their understanding of those ideas and their importance.





Use the 2 videos below to explore the Sustainable Development Goals in more detail (you could choose to use one, both or neither)

Slide 14

### Video 1: What I really want

[#WhatIReallyReallyWant... | Global Goals](#)

#### Questions:

- Which goal/s does this video explore?
- How does it do this?
- Which solutions does it offer for world leaders to meet this goal?

Slide 15

### Video 2: UNICEF- Building Schools with plastic bricks

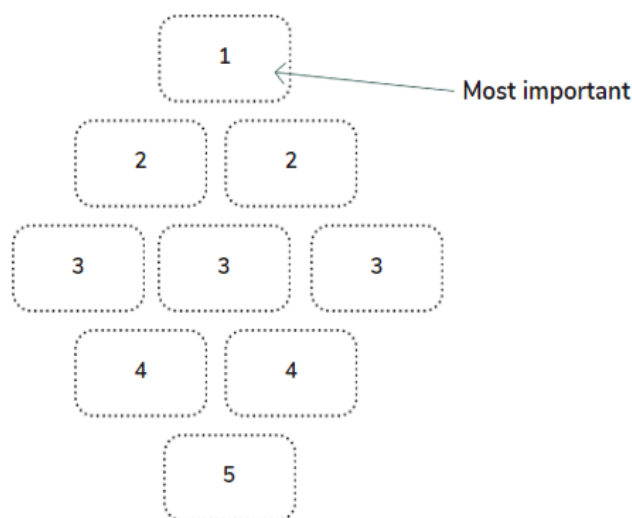
[https://www.youtube.com/watch?v=wT\\_k9rCEiOI](https://www.youtube.com/watch?v=wT_k9rCEiOI)

- Which goals does this video explore?
- What challenges are there for children to access education?
- How does this video show the interrelation between the Sustainable Development Goals?

In the same groups, have young people complete a Diamond Nine exercise. Invite each group to choose the nine goals they think are the most important, and then create a Diamond Nine ranking to prioritise the goals they've selected from most important (line 1) to the least important (line 5).

Slide 16

#### Diamond 9 activity





Tip: one helpful way to prioritise goals is to ask which ones need to happen first to make other ones happen. **Here are some example sentence starters for feedback:**

1. **This goal is most important because...**
2. **This goal will help make the world a better place because...**
3. **As a young person, this goal is important to me because...**
4. **I want the UK to take action for this goal, because...**

*\*Extra resources are available from the United Nations Website for a deeper dive on the Sustainable Development Goals:*

<https://www.un.org/sustainabledevelopment/student-resources/>

## **Activity 2: Sustainable Development Goals and the UK**

Slide 17

Come back together as a class and ask young people **‘What is the UK’s role in meeting the Sustainable Development Goals?’** Ask them to come up with solutions and ideas around what the UK, MPs, candidates and local governments can do to play their part. Make it clear that the Sustainable Development Goals are about working together, about partnerships and for countries to share resources to make sure that everyone can have a better quality of life.

Give some examples first. Some suggested examples are below:

*Paying for education so every child in the world can have a quality education.*

*Committing to reducing carbon emissions and reaching net zero.*

*Sharing resources with countries who are poorer.*

*Investing money into stopping epidemics and pandemics and ensuring everyone in the world can access vaccines quickly, not just richer countries.*

*MPs lobbying the Prime Minister and Leader of the Opposition party to ask them to implement policies that help make sure everyone in the world has access to clean water and sanitation.*

*Asking your newly elected MP what they are doing to make sure that we achieve gender equality by 2030.*



### Activity 3: Me and the world...and the UK

Slide 18

Refer young people back to the 'Me and the world' diagram they created in lesson 1. Ask the young people to add another section to their diagram titled **the UK Government's role**. In a new colour, annotate and create links to what the UK could do to help address some of the issues they have identified and ranked as most important in the diamond nine activity eg. **personal value** (kindness) = **world a better place** (no child experiences poverty) = **The UK's Government's role** (support countries to invest more in education so that all children can go to school).

### Plenary: Personal reflection

Slide 19

Ask young people to write brief answers to these questions, which will help inform their manifesto planning in the final lesson in this series:

1. **What does it mean to me to be a global citizen? How am I a global citizen?**
2. **What can I do to make change on global issues?**
3. **Which of the Sustainable Development Goals do I think are most important? Why?**
4. **What can the UK Government do to make sure the world is a fairer, more sustainable place?**
5. **How might I persuade my newly elected MP to take action on the issues I think are important?**



## Lesson 3: Your voice matters

### Learning objectives

After participating in this lesson, the learner will:

1. Understand that their voice matters
2. Understand how to build a relationship with their newly elected MP.
3. Develop the skills to speak out for global issues ahead of the General Election

### Materials needed:

- Whiteboard and markers
- A3 paper or poster board
- Coloured markers and arts materials
- Sticky notes
- Press release template

### Optional starter activity: Common interest, common good

The goal of this activity is for young people to identify with one another's shared values and interests. When it comes to speaking out, and especially engaging with politicians, working together is always more powerful than working alone.

Begin this activity in pairs and give young people one minute to talk to one another with the aim of finding one thing they both value or believe. This should link back to the Sustainable Development Goals they prioritised in the diamond nine activity in the previous lesson. At the end of one minute, ask them to hold up their hand if they found something they share in common with their partner. Invite a few of the young people to give their answers as feedback.

Next, invite the young people to find another pair and repeat the same process. Give them one minute to find something that they agree on, noting that it doesn't have to be the same thing each time. After another minute, pause the conversations and ask them to hold up their hands if they found something in common with their new partner.

Repeat the process one more time, but this time, have each pair get together with another pair, making a group of four young people, and challenge them to find something that they all share in common or agree on. After one minute, invite the groups to share answers.





After completing the activity, ask the young people what they learned from the activity, then share: when we want to have a positive influence on the world, it is important to find people that we can work with to make positive change. When we can find others around us, who also want to make the world a better place for everyone, we are more powerful than when we are working on our own.

Changing the world to be a better place for everyone means we have to work with people who are different to us, but who share the same goal of making the world fairer. These might be other people in our community – people who live and work in our community, people who worship different religions, people who speak different languages to us. What is important is a shared commitment to making the world a fairer and better place for everyone!

**Activity 1: Does your voice matter?**

Write the following question on the whiteboard:

**Do young people’s voices matter? Why?**

Invite the young people to have a short (three minute) conversation about the question, then give them an additional five minutes to write their answers down. After the time ends, ask the young people to raise their hands if they answered that children and young people’s voices do matter. Ask for a few reasons why they matter and write them on the whiteboard. Do the same for young people that answered that children and young people’s voices do not matter.

You may wish to invite reflections from young people about the answers. How have the other answers made them feel? Is there anything they particularly agree/disagree with? Has hearing others' answers changed their own thinking?

Slide 21

**Activity 2: My voice, my story**

Invite the young people to reflect on a time when they have had influence, or felt like their voice mattered. It doesn’t have to be a big example. It could be a time when they influenced their parents, or friends, or had influence at school. Or it could be an example of something they have done in school where they have influenced or stood up for others. This activity is short and about quiet reflection. Ask the young people to raise their hand if they have thought of an example. If you have time, you could ask for one or two to share their stories. If there is anyone who doesn’t have an example you may wish to share a few examples of children/young people’s voices having an impact.

Slide 22



Conclude the activity by reminding the young people, 'from all the examples given, you can see that actually, your voices do really matter! You might not be able to vote yet, but adults like your teachers, your family and your newly elected MP and the government should listen to you. You can use your voice to make change, and to encourage others to stand up for what they believe in too!'

Building on this activity, ask the young people how they think they could use their voices to make change following the General Election. Ask them to think back to their previous learning about UK politics, and the Sustainable Development Goals. Who might be a good person to try and speak to about the issues they care about? (the newly elected MP)

### Activity 3: Creating a class manifesto

Slide 23

Together, young people creatively and collaboratively generate a shared class manifesto about how they want the UK to contribute to a better and fairer future for everyone.

#### Facilitators note:

We anticipate that you will need a maximum of two hours to complete this activity, but it could be done in a shorter period of time. This could be in one block session or over the course of two lessons. The process starts with individual reflection and ideation, with a few rounds of voting, followed by group work to further develop the ideas. At the end of the process your class should have produced a joint class manifesto consisting of six to eight statements about how they want the UK to contribute to a better and fairer future for everyone (nationally and globally).

You will need scrap paper and pens. For older groups, sticky notes can be really useful, for younger children you may want to come up with ideas more collectively, utilising the whiteboard.

Different age groups may require slightly different approaches, but what we have laid out here can be adapted to your class/context as you see fit. The key outcome is that the ideas for the manifesto are generated and articulated by the young people (with support from teachers and support staff as appropriate).

As you begin, it is helpful to provide an overview of the process and how the time will be used. It is also important to set up expectations around the process. Not every idea will make it into the manifesto, but together everyone will play a role in developing the ideas.



<p><b>Part 1: Introduction and setting expectations</b></p> <p>Spend five minutes at the beginning of the session to discuss shared expectations of each other during the process.</p> <p>To begin, remind everyone that the goal of this activity is to generate a shared class manifesto (a set of ideas or things that the children would like the UK to do/represent as part of making the UK and the world a fairer and better place for everyone).</p> <p>There are some key principles for collaboration that may well prove useful in the classroom:</p> <ul style="list-style-type: none"><li>• Listen to one another, rather than waiting to say something yourself</li><li>• Trust each other and all be involved in doing the work together</li><li>• Constructive feedback should be welcome, use language like ‘even better if...’</li><li>• Use your creativity, curiosity and positivity.</li></ul>	Slide 24
<p><b>Part 2: Individual reflection</b></p> <p>Invite young people to take some time (5-10 minutes) for individual reflection, thinking about their own ideas, values and principles that they would like to be reflected in the shared manifesto. Provide each young person with some scrap paper and some colouring pencils/pens. Invite young people to revisit the ideas they wrote in their ‘Me, the world and the UK’ in Lessons 1 and 2. Use the SDGs chosen from the beginning of the activity and draw on the SDGs worksheet for further support.</p> <p><i>Optional activity: You may choose to do this activity in a different way, for example as they reflect, invite the young people to draw a picture of something that represents the world being a better and fairer place.</i></p>	Slide 25
<p><b>Part 3: Think, pair, share</b></p> <p>Following the reflection time, remind the group of the Sustainable Development Goals from Lesson 2. Invite them to re-read the goals and then in pairs to reflect on one or two of them that they think are especially important to them and why (they can refer to their complete Diamond Nine ranking for ideas).</p>	Slide 26



<p>They may wish to consider actions that could be taken to move towards their chosen goal.</p> <p>After a few minutes, invite each pair to share their action about one of the SDGs.</p>	
<p><b>Part 4: Voting</b></p> <p>After everyone has had a chance to feedback very briefly, keep the Sustainable Development Goals visible on the whiteboard. Give everyone five small stickers and instruct them that they will have two minutes to use their stickers to vote for what they believe are the five most important SDGs. They can put more than one vote (sticker) on any goal they feel very strongly about.</p> <p>Once everyone has voted, count up the votes and identify the class's top five highest ranked Sustainable Development Goals. These 5 SDGs will be the basis for your class manifesto.</p> <p><i>You may want to spend some time here talking about the idea of voting and whether they think this is fair or not!</i></p>	Slide 27
<p><b>Part 5: Group reflection</b></p> <p>Split the young people into five groups. Give each group one of the Sustainable Development Goals selected in the previous activity. Explain that the job of each group is to reflect on their assigned goal and discuss the following questions:</p> <ul style="list-style-type: none"><li>● Why is this Sustainable Development Goal important?</li><li>● What would this goal look like in practice? What types of things would happen if this sustainable development goal was successfully implemented?</li><li>● How does this idea/value improve life for others?</li><li>● How does this Sustainable Development Goal reflect your group's values?</li></ul> <p>At this stage their ideas do not need to be perfectly written paragraphs. They can come up with lots of ideas and write them down as bullet points.</p>	Slide 28



## Part 6: Drafting the group manifesto

Slide 29

Once each group has refined their shared values and SDG into a collection of bullet points and ideas, the next stage is to develop them into a coherent paragraph that can be shared with and understood by others.

Using the draft notes and bullet points, write a paragraph on your sustainable development goal:

- Why have you chosen it, and why is it important that the UK government and your newly elected MP prioritise it?
- What would this goal look like in practice, and what would happen if this goal was successfully implemented?
- How does this Sustainable Development Goal contribute to making the world a fairer place?

### Class manifesto template:

**1. Introduction:** *We are X class, and this manifesto sets out X. Our voices are important because (X) (A joint introduction that represents the whole group).*

- Our shared personal values:
- Five SDGs we think are most important and why (how would they make the world a fairer place)
- What is the UK's role in achieving the SDGs?
- How do our values shape what we want the world to look like?
- Conclusion

Note:

There are many ways you can bring this final document together. You could do this as a whole group activity using a scribe, do it in smaller groups and then compile it together as a bigger group, set this as a homework target. Do what works for the young people.

## Part 7: Sharing your manifesto and amplifying young people's voices

Slide 30

Now that you have your manifesto created, it's time to get it out there and share your ideas with your newly elected MP – and the world!

**We suggest you wait until after the election on July 4<sup>th</sup> to send your manifesto to your newly elected MP.** You could do this before the end of term or wait until the autumn term



Here are some ideas:

- Write to your newly elected MP with your manifesto and ask them to take action on your behalf.
- Invite your newly elected MP to school and present your manifesto with a call to action.
- Use the press release template to share with local papers the ideas, hopes and visions of local children and young people. This is a great way to share and amplify the voices of young people (a reminder that the manifesto shouldn't be party political – it cannot be a statement in support of one party or another. It should be a declaration of the values and hopes of the young people *regardless of who is elected*).
- Turn your manifesto into posters that you put up around your school or community to share with others. These could be handmade or digitally designed.
- Create a leaflet, flyer or booklet. Your goal is to communicate your manifesto clearly and easily for others to engage with. This will help when sharing your manifesto with the newly elected MP, local press and the wider community. Young people can also make copies of their leaflet to share with friends and family to initiate conversations about their values and what they want to see happen in the future.
- Use your school's social media, taking due care with safeguarding, and record short videos of young people sharing their values and hopes for the UK as a global leader.

**Let us help!** Share your stories, manifestos and videos with us and we can share them too. Use the hashtag **#OurWorldManifesto** to tag us in your social media posts.

Your lead contacts from each organisation are:

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**Rebekah Lucking or Alya Harding**- Head of Coalition and Campaigns / Campaign Officer at Send My Friend to School  
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**A note from the writers:**

*This resource has been created collaboratively by [Christian Aid](#), [Send My Friend to School](#) and [Oxfam](#). We believe that working in collaboration is an effective way to achieve common aims. You can check out further resources from each organisation by going to their websites, which are hyperlinked above!*