

FIVE WAYS TO USE “IF I WERE PRESIDENT...”

Inspire your learners to consider what they would do if they were elected as prime minister using the thoughts of ten children living in a Kenyan slum.

Local area, the UK, the world...

Using ‘If I were president’ as a starting point, ask your class to consider three things they would change in their local area, in the UK and in the world. They might like to think about issues such as education, healthcare, climate change, work or inequality.

My manifesto

Watch this video from the UK Parliament website with your learners; it explains how general elections are run in the UK. Political parties write manifestos, campaign door-to-door and take part in debates to persuade the public to vote for them. Ask learners to write their own manifestos or stage debates as if they were candidates in an election.

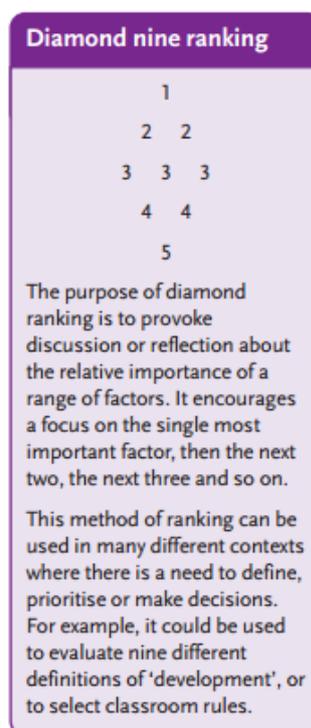
www.parliament.uk/education/about-your-parliament/general-elections/

Leaders’ speeches

Ask learners to devise short persuasive speeches to share their ideas inspired by ‘If I were president’ and influence others on the issues they think are the most important.

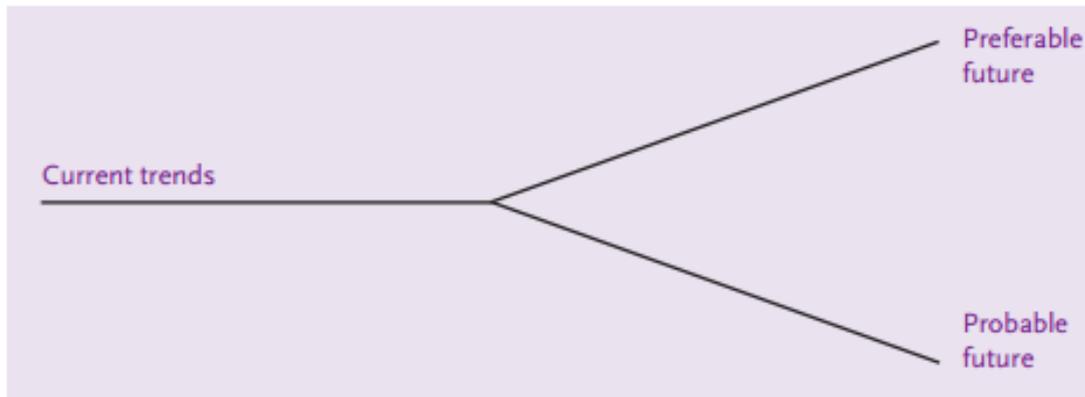
Diamond ranking

In pairs, ask learners to rank nine ideas of changes they would make as prime minister in a diamond shape, placing the most important at the top (see diagram). Encourage learners to circulate around the class to compare their thinking with others’.



Ideal futures

Ask learners to consider ideal futures by using a forked line (see below).



Note that the point where the line forks is the present moment. Ask learners to place the things they think will probably happen in relation to the issue on the lower line. These can be represented in a variety of ways such as words, drawings or cut-out images. Then ask learners to add the things they would prefer to happen along the upper line.

Finish by discussing the following questions:

- What changes are most likely to happen?
- What would you personally prefer to see happen?
- Who else shares such a vision of the future?
- What needs to change if the preferable future is to become a reality, rather than the probable one?
- Who is actually working to create such a future?
- How can we contribute to that preferable future?

(This activity is based on work by [David Hicks](#).)

- [Find out more about Kenya](#)
- For further information and resources about key global issues such as climate change and inequality, see:

[Climate Challenge](#) and [Everyone Counts](#)

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