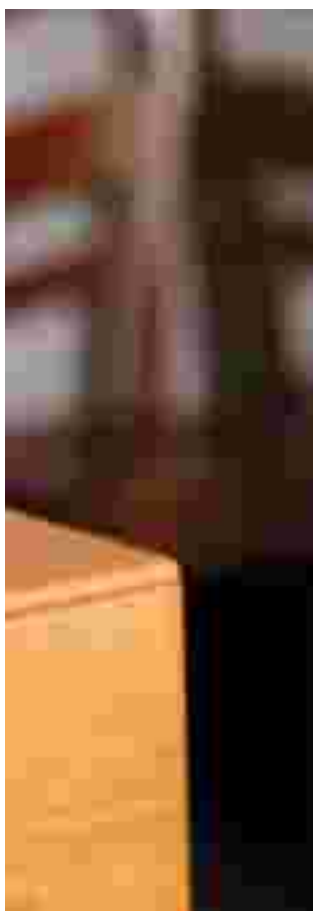


MODULE 2

Human Rights and Democracy



Unit 2.1 - Freedom and Participation



By the end of this unit, I will be able to:

- Characterise different forms of government
- Recount a story about freedom
- Express my opinion about different ways of being an active citizen

Unit language focus

Future with “will” (immediate decisions)

In this unit, we will explore ideas about freedom and ways of being active citizens in our communities. We will look at different forms of government, discuss setting up a school volunteer project and create a leaflet explaining a community participation leaflet.

Getting Started



A.1. What is this? We talk about it, dream about it, may even lay down our lives for it.

A.2. Read the following quotes on freedom. Discuss what they mean. Which ones reflect your own idea of freedom?

"Freedom is the power to do, say, think, or write whatever one wants to, without restrictions."

Longman, Dictionary of English Language and Culture

"Freedom consists not in doing what we like, but in having the right to do what we ought."

Pope John Paul II

"You can't separate peace from freedom because no one can be at peace unless he has his freedom."

Malcolm X (1925-1965)

"Freedom goes hand-in-hand with mutual respect."

Xanana Gusmão

"A friend is someone who gives you total freedom to be yourself."

Jim Morrison

B.1. Look at the two pictures and read the accompanying fact files. The pictures represent freedom in Portugal and in the United States.



FACT FILE

In 1974, there was a non-violent change of government in Portugal called the "Carnation Revolution". People celebrated the end of the dictatorship by putting carnation flowers into the soldiers' guns and on their uniforms.



FACT FILE

The people of France gave this statue to the USA to commemorate 100 years of American independence. Lady Liberty is holding a torch, a book and is wearing a 7-pointed crown. These represent light in the world, the rule of law and the seven continents.

B.2. Choose one of these images, or find one of your own, and write a short fact file about freedom in Timor.



Voting in elections



Independence celebrations



Tribute to freedom fighters in Baguia

Focus on Vocabulary

A.1. There are many different types of government in our world. The major differences between them relate to who is in control. Look at the list of common types of government and match them with their definitions.

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



1. Democracy	•	•	a. A political and economic system run by a communist party in which the state controls all major resources and wealth is equally divided among the people.
2. Absolute Monarchy	•	•	b. A system of government in which all citizens have political power, either directly or through their elected representatives.
3. Dictatorship	•	•	c. A state that is ruled by a king or queen, who has total authority over the government and his or her people.
4. Theocracy	•	•	d. A state that is ruled by a king or queen, who has limited power because they act on the advice of elected politicians.
5. Constitutional Monarchy	•	•	e. A system of government in which the laws and rules governing people's lives are based on a set of religious ideas.
6. Communism	•	•	f. A state ruled by a leader who has not been elected but who has taken power, usually by force. In this system the army is often in control and individual rights are generally ignored.

A.2. For each form of government, indicate the idea that does not belong.

1. DEMOCRACY:

rule by the people
governed by the military
regular voting

2. ABSOLUTE MONARCHY:

rule by one
power inherited from family
regular elections

3. DICTATORSHIP:

rule by one
religious orientation
power acquired by force

4. COMMUNISM:

rule by one political party
resources are government owned
most of the wealth owned by a few people

A.3. What is the full name of Timor-Leste in English? What form of government does it have?



Focus on Listening

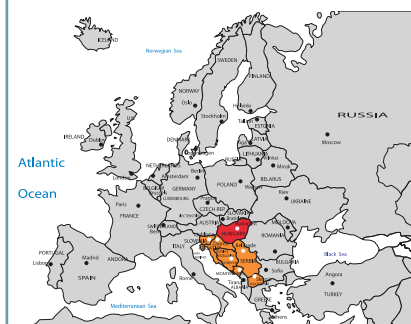
A.1. Do you know anyone who has lived under a different type of government from the current one in East Timor? Which did they prefer? Why?

A.2. You are going to listen to a radio interview with two people (Kagan and Ilka) who lived under similar types of government but in different countries. Who has positive memories and who has negative ones: Kagan or Ilka?

FACT FILE

Hungary is a central European country which was, at many times in its history, a major political power and cultural centre in Europe. It was under communist rule from 1947 – 1989. Since then, it has been governed as a democracy and today it is part of the European Union.

Yugoslavia was a federation of countries in Southeastern Europe which was under communist rule from 1946 – 1992. Today it is 6 independent countries – Serbia, Montenegro, Slovenia, Croatia, Bosnia and Herzegovina, Macedonia.



A.3. Listen to the interview again and decide who mentioned the following topics: Kagan, Ilka or both?

working lives
fun
freedom of speech
family members

friendship
food
youth movements
mistreatment

A.4. Use the expressions in the box to complete the sentences from the listening text. You may need to change the form of some words.

be like control fun place regime
speak out sum up the sense of virtually non-existent

- The government _____ everyone and everything.
- What _____ growing up in Hungary in the Seventies and Eighties?
- Communist Hungary was, in fact, a _____ to live.
- My brother did _____ and was pushed in front of a train.
- That's the kind of mistreatment you could get under any _____.
- Violent crime was _____.
- Perhaps the best thing of all was _____ camaraderie.
- How would you _____ the effects of these regimes?

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



A.1. Discuss the questions.

- What is a Nobel Prize? What areas are they given in?
- What is the Nobel Peace Prize given for?
- Which two East Timorese have already won this prize? Why did they win it?
- Do you know any other people who have won the Nobel Peace Prize?

A.2. Look at the images illustrating the text. What country and which Nobel Peace Prize winner do you think is represented?

B.1. Read the biography of Aung San Suu Kyi, a Burmese woman who has been fighting for democracy in Burma.

A biography of Aung San Suu Kyi

Aung San Suu Kyi, Burma's pro-democracy leader and Nobel Peace winner, has come to symbolise the struggle of Burma's people to be free. She has spent more than 15 years in detention, most of it under house arrest. She was released from her current third period of detention on Saturday 13th November 2010.

She was born on June 19th, 1945, daughter of Burma's independence hero, Aung San, who was assassinated when she was only two years old. She was educated in Burma, India, and the United Kingdom.

She returned to Burma in 1988 to nurse her dying mother, and soon became involved in the country's nationwide democracy rebellion. The military regime responded to the uprising with brute force, killing up to 5,000 demonstrators on 8th August 1988. Following a military coup on 18th September 1988, on 24th September 1988 a new pro-democracy party, the National League for Democracy (NLD), was formed. Aung San Suu Kyi was appointed General Secretary. She gave numerous speeches calling for freedom and democracy, and political activities continued across the country.

Facing increasing domestic and international pressure, the dictatorship was forced to call a general election, held in 1990. As Suu Kyi began to campaign for the NLD, and because of that she and many others were imprisoned by the regime. She was banned from personally standing in the election.



The NLD won an amazing 82% of the seats in Parliament. The dictatorship never recognised the results of the election, and refused to hand over power.

Suu Kyi was held under house arrest until July 1995. When released she faced restrictions on travel. In 2000 she was again placed under house arrest after repeated attempts to leave the capital, Rangoon, to hold political meetings in other parts of the country. In 2002, she was released from house arrest and with freedom to travel around the country. She began to travel, holding meetings at which tens of thousands of people turned out to see her.

On May 30th 2003 the dictatorship was behind an attempt to assassinate Suu Kyi. Her driver managed to take her to safety, but more than 70 of her supporters were beaten to death. The attack became known as the Depayin Massacre. Following the attack, Suu Kyi was held in detention, and then placed back under house arrest. During this period, her phone line was cut, her post stopped and National League for Democracy volunteers providing security at her home were removed in December 2004.

In August 2009 Suu Kyi was sentenced to 18 months imprisonment. Her release date turned out to be just 6 days after elections held in Burma, thereby ensuring that once again she was in detention during elections.

She is now the Chairperson and General Secretary of the NLD. In the by elections of April 2012, Suu Kyi and many NLD members were elected to parliament. They won 43 seats out of 45. And in May of that same year, she embarked on a visit outside Burma for the first time in 24 years, in a sign of confidence that Burma's new leaders would allow her to return.

Adapted from: <http://www.burmacampaign.org.uk/index.php/burma/about-burma/about-burma/a-biography-of-aung-san-suu-kyi>

B.2. True or False. Justify the false answers.

1. Aung San Suu Kyi is the daughter of a Burmese dictator.
2. The National Democracy League won the 1990 elections and took over from the dictatorship.
3. The dictatorship tried to kill Suu Kyi but did not succeed.
4. More than 700 of Suu Kyi's supporters were killed in the Depayin Massacre.
5. Suu Kyi and NLD members held the majority of seats in the Burmese parliament in 2012.

C. Write a text about someone in East Timor who has also had to fight for their freedom. Use the following notes to help you.

- Early life
- Initial involvement
- Problems he/she had to overcome
- Important events
- Summarising conclusion

A.1. There are many ways for citizens to play an active role in society. These include:

- Voting in elections
- Joining and working in a political party
- Participating in organisations like youth organisations, women's groups, environmental organisations
- Helping to educate people about their rights and opportunities
- Writing letters to newspapers or engaging in radio debates
- Encouraging discussion and debate
- Working as a volunteer

A.2. List ways you can be an active citizen in your community.

B.1. You are going to listen to an after school meeting with students, parents and teachers. They are planning a school volunteer project. They want to set up a free football club for the school.

B.2. Study the words you need to know before you listen.

Funding: money given to organisations for their projects

Sponsor: individual or organisation that helps projects in exchange for publicity

Football kit: clothes you wear when you play football

Whistle: the instrument the referee uses to produce sound

Councillor: a local politician

Sewing: the activity of making or fixing clothes



B.3. Listen to the meeting and tick off who will do what.

Things to be done:	Janet	Mrs. White	Bob	Jill	Mr. Smith	Tom
Place for pitch		X				
Preparing pitch						
Making football kit						
Getting football equipment						
Finding coaches and referees						

Don't forget that you are not supposed to write in this space.

Copy the exercise into your notebook and do it there.



C.1. Read the following statements made at the meeting. Do the underlined verbs refer to the past, present or future? For more information see the grammar reference section.

"My husband is a local councillor. I'll talk to him about finding a possible place for the pitch."

"I'll get volunteers to level the pitch and plant the grass. I'm a member of a gardening club and we're always looking for new projects."

C.2. The football club also needs people to help with the following jobs. Imagine you want to help, what would you say? Remember to give a reason.

Example: *Make sandwiches for the players.*

I'll make the sandwiches, because my dad owns a bakery and I can get cheap bread.

- a. make the match posters
- b. act as linesmen
- c. work in the club shop
- d. timetable training sessions
- e. clean the changing rooms



A.1. You are going to discuss setting up a school volunteer project. In groups, decide on a project you would like to implement in your school. Choose one of these projects or think of one of your own.

- Setting up a homework club
- Helping younger children with reading skills
- Keeping the school clean
- Organising after school activities

A.2. In your group, make a list of all the things that need to be done.

For example: *collect books, find a space, get tools, talk to the head teacher, etc.*

A.3. Now discuss the division of the work. Remember to use the future “will” for immediate decisions.

Example: *“I’ll get the tools because I know someone who ...”*

FINAL TASK

Create a leaflet designed to explain a specific form of community participation. Here is an example of what your leaflet should look like and the kind of text you should write.

