

# Arrivals Project

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For further information see:

<http://www.decsy.org.uk>

OR

<http://www.jeremyabrahams.co.uk/arrivals>

## Democratic rights in the UK and around the world

**Age group:** KS 3 (Yr 9-10)

**Main curriculum / subject area:** Citizenship, RE

**Other curriculum links:** History, Geography, PSHE

**Link to Fundamental British Values:** Democratic values, the law and civil liberties

**Objectives:** To consider the importance of democratic values and the political rights we have in the UK

To understand that other people may not enjoy these rights

To understand and empathise with others who flee their countries due to political persecution

*NB both of these first two activities require a responsive and motivated class and may need to be adapted for more challenging groups*

### **Starter:**

Hand out the 'What would you do if?' slips of paper. The students then stand up and move around the room pairing up and asking others their questions. Once each person in a pair has asked their question they exchange questions and then find another partner to ask.

Once the activity is finished and they are back in their seats, ask the question from the next slide 'What can you do if you don't like what the government is doing?' They should be able to use the activity and pictorial prompts to come up with various ideas.

### **Activity one:**

This is a short activity to get the students thinking about how the denial of basic civil liberties might affect them and why the right to free protest is important. From the first prompt hopefully most of the class will stand up. For older students it may be best to go for something more serious like 'Your friend is put in prison for a crime they did not commit'. Then go through the scenario one by one and each time some students should sit down. You may want to ask why they sat down or why some remain standing.

### **Activity two:**

For this activity you need the 'Arrivals profiles: fleeing political persecution' sheet distributed amongst the class. Students need to use the profiles to figure out what different things happened to those people who could not protest in their country, writing the answers in their books; the final questions can be an extension. They may also be able to come up with additional answers. Answers are on the next slide.

### **Activity three:**

Explain that the civil liberties we have in the UK mean that we have a legal right to protest if we do not agree with the government on an issue. These rights are enshrined in law, in the Human Rights Act, which is based on the Universal Declaration of Human Rights, making it illegal to deny them to anyone. Use the next slide to explain why it is important that they are legal rights (this may not be appropriate for younger students). Using this information and what they learnt in the first half of the lesson, the students should then write a speech as if they were an asylum seeker themselves. The speech should be about why it is so important that we have these rights, drawing on their previous experiences in their home countries.

### **Plenary:**

Ask the students in which countries citizens will think democracy is most important. Show that the UK is last in the list. You may wish to use the website on the slide to investigate this further. Ask the students whether they think that democracy is a 'British value' and whether it is something that we should value more.

### **Resources:**

- The democratic rights PowerPoint
- The 'what would you do if...' slips cut out
- The 'Arrivals profiles: fleeing political persecution' sheet

### **Learning Outcomes:**

- The students should be able to explain how governments around the world restrict the civil liberties of their citizens
- The students should be able to write about why it is important that we have these rights enshrined in law in the UK

### **Assessment:**

Assessment is through the quality of the written work throughout the lesson and remarks made in the plenary.

What would you do if...

...the school decided to get rid of the summer holiday?

What would you do if...

...the council decided that your house needed to be demolished?

What would you do if...

...you do not agree with the actions of the current government?

What would you do if...

...you were denied a job because they said that you looked 'funny'?

What would you do if...

...the government decided to stop everyone from accessing youtube?

What would you do if...

...the new school uniform cost a £1000 to buy?

What would you do if...

...the local park was going to have houses built on it?

What would you do if...

...a friend was put in prison for a crime they didn't commit?

## Arrivals profiles: fleeing political persecution

### 1976: Ana Maria Gonzalez

In 1973 a violent and repressive military coup took place in my country, Chile. Thousands of people were tortured, others killed and more than 3,000 disappeared. Many members of my family were put in prison and tortured. In 1976 the repression was stronger than ever. My father, in home detention at the time, advised me to leave the country and I was able to come to the UK. A fund from the World University Service enabled me to continue my studies at the University of London. I could not travel back to Chile for 9 years, as I would risk being imprisoned. In the meantime my father had died and I could not go to his funeral.

After 39 years in England I have made it my second home. My son was born here and from only 5 years old he and I have supported Sheffield United together - true Blades. We still enjoy going to the matches together. I worked for many years at Sheffield University and I have always felt very welcome. When I visit Chile now it has changed so much that I consider myself a visitor or a tourist. While in Chile I long to come back to this country to see my friends and son again.

### 1978: Araya Redda

I came from Ethiopia in pursuit of post graduate studies and as political turmoil engulfed my country I stayed permanently.

I enjoyed my youth and was privileged to be present with a special award by the Emperor Haile Selassie. But the country was ready for change and I was part of the peasant and student uprising that deposed the Emperor, only to be replaced by a ruthless military junta that terrorised the nation. I experienced what was known as 'the Red Terror' where the entire generation of intelligentsia and students was subjected to mass inquisitions, murder, arrest or forced exile. My exit through a scholarship was one of the lucky ones.

Sheffield welcomed me and gave me respite from a nightmare. It is now my home, which I am engaged with and enjoy wholeheartedly. Right now, I am retired from public service, but still work as a successful businessman and have built a family I am proud of. Thanks Sheffield.

### 1997: Manuch

I was a book publisher in Iran. The business had nine partners and I was chosen as the director as I was the only one who hadn't been imprisoned, either before or after the Iranian revolution. We were a well known publisher but we were not liked by the authorities. Two of the partners were killed by the authorities. We all would have left the country but I was the only one who had the opportunity to do so. My wife was a lecturer in a university in Tehran and she had an offer from the University of Sheffield to do a Ph.D. so we came in Sheffield in 1997.

I have two sons, both of whom are very keen to be involved in British politics. One has just graduated and the other is still at school and is a member of the youth parliament.

### 2012: Haji Dodola

As a young Oromo child in Ethiopia I looked after goats and sheep. I started my education at the age of 8 and progressed through to Addis Ababa University to study chemistry. During my second year the 2005 Ethiopian General election was held, the results of which were corrupt and undemocratic. Many students protested and were arrested. I was detained for 18 days and warned not to demonstrate again. Over the summer break all Oromo students were warned not to demonstrate. When I returned for the third year there were government informers amongst the students and I was arrested again. At the University my name and those of 90 others were posted on a board stating that we could not continue our studies.

I left for Kenya and my story was reported to the United Nations High Commission for Refugees. For 6 years I lived in Kakuma refugee camp where snakes, scorpions and malaria were an ever present danger. I trained as a lab assistant and worked for the UN International Rescue Committee. I met my wife in the camp and our two oldest children were born there.

In 2012 we were resettled to the UK. I am studying English and Maths so that I can retrain as a lab assistant and my aim is to find work in a local hospital.