

# Year 11

## English

### Unit 2

### Civics



Fiji Ministry of Education 2016

With additional notes – Beacon Media 2026

# Civics

Civics is the study of the rights and duties of citizenship. One of the ways you can show your love for your country is to play an active role in citizenship participation and to develop political awareness and understanding.

## EXERCISE A: VOCABULARY WORK

Below is a list of words which will appear in an extract presenting facts about citizenship participation and political awareness.

Match each word to its correct definition after you have read the extract. Also check for their correct pronunciation by consulting a dictionary if you have to.

### WORD

- citizen
- citizenship
- conflict
- democracy
- diversity
- election
- minority group
- opposition
- tolerant

### DEFINITION

- the state of having many different people, races, cultures, types, forms or ideas.
- a group whose members have significantly less control or power.
- a system of government by the whole population or all the eligible members
- of a state, typically through elected representatives.
- a group of adversaries or competitors, especially a rival political party or athletic team.
- a fight, battle or struggle, especially a prolonged struggle; strife.
- willing to accept feelings, habits or beliefs that are different from your own.
- the state of being vested with the rights, privileges and duties of a citizen.
- a person who legally belongs to a country and has the rights and protection of that country.
- a formal and organised process of electing or being elected, especially of members of a political party.

“Citizenship is a sense of belonging to a community for which one bears some responsibility. In a word, citizenship implies public-spiritedness which is akin to patriotism, and has to be cultivated. “Walter Berns.

## **FACTS ABOUT CITIZENSHIP PARTICIPATION AND POLITICAL TOLERANCE**

One of the most basic signposts of a democracy is its citizenship participation in government. Participation is the key role of citizens in democracy. It is not only their right, but it is their duty. Citizenship participation may take many forms including standing for election, voting in elections, becoming informed, debating issues, attending community or civic meetings, being members of private voluntary organisations, paying taxes and even protesting. Participation builds a better democracy.

Fiji has adopted a new voting system and it is every citizen’s responsibility to learn how to vote by attending civic education programmes in schools and communities.

Often some citizens participate in some and not in others. In different times in our history, some of these activities were not allowed. The reasons were basically to maintain peace and prevent chances of any social and political disturbances or conflicts which may have been harmful to our security and that of others.

Democratic societies are politically tolerant. This means that while the majority of the people rule in a democracy, the rights of the minority group must be protected. People who are not in power must be allowed to organise and speak out. Minorities are sometimes referred to as the opposition because they may have ideas which are different from the majority. Individual citizens must learn to be tolerant of each other. A democratic society is often composed of people from different cultures, racial, religious and ethnic groups who have viewpoints different from the majority of the population. A democratic society is enriched by diversity. If the majority deny the rights to and destroy their opposition, then they also destroy democracy.

Most citizens did not fulfil their duties in voting and elections during previous elections. However, for the 2014 elections, many were informed and educated about the new voting system through religious groups, social networking sites, schools and other forms of media. As a result, the people were well informed and there was a high voter turnout.

Tolerance does not mean that we agree, or ignore each other. it means: we make space for other people’s different, odd, interesting, wrong opinions.
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*As Christ’s followers, we cultivate tolerance when we are prepared to love and accept people despite their different viewpoints. However, tolerance does not require Christians to defend or embrace ungodly or unbiblical viewpoints as valid or morally correct. Scripture plainly reveals that some lifestyles and behaviours are sinful and dishonouring to God. A faithful*

*believer who desires to please the Lord and obey His Word will prioritize, maintain, and defend the truth, even when his or her convictions conflict with society's expectations of tolerance (Acts 5:29).*

### **EXERCISE B: QUESTIONS**

1. What types of citizenship participation have you noticed as the most common ones in your area? Why do you think this is so?
2. Which types of citizenship participation have not been so common? Suggest some reasons for this.
3. Discuss what other information you have gathered about citizenship and tolerance from the two quotes on the two previous pages.
4. Note that the simple present tense is used a lot in the presentation of facts. Quote any sentences from the previous pages which state facts either about citizenship, political tolerance, or both and also use the simple present tense.
5. Identify and write any shared values that promote political tolerance and /or good citizenship.
6. Using the simple present tense, write factual statements about conflicts that can cause intolerance.
7. What is the current ratio in the government, that is how many out of the fifty seats are occupied by the majority group, and how many by the minority group, or opposition?
8. How effective has the opposition been, with regards to the majority's decision – making?

### **EQUALITY AND PEACE BUILDING**

—We are all born free and equal (Article 1 of the Universal Declaration of Human Rights). Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or sexual orientation. Democratic societies emphasize the principle that all people are equal.

In a democracy, all eligible citizens participate equally either directly or indirectly. A school for instance, must be equally accessible to all citizens regardless of their ethnic or religious backgrounds. Thinking together and making meaning in a democracy means creating a shared perception of events that help us get more of what we want in a situation.

Women have always had a strong stake in democracy. Democracy requires that citizens' interests be heard, liberated, and legislated on. Women are half of the world's population, and as such their voice should be heard in the democratic process. The role of women in democratic processes is further emphasized in the 2011 General Assembly resolution on

Women’s Political Participation (A/RES/66/130), which reaffirms —that the active participation of women, on equal terms with men, at all levels of decision-making is essential to the achievement of equality, sustainable development, peace and democracy”.

Women are still under-represented in elected positions and most countries are far from reaching the 30 per cent critical mass proposed by the 1995 Beijing Platform for Action. Political institutions – from political parties to electoral commissions - often lack the capacity to ensure that women’s interests are articulated and addressed in public policy.

In post-conflict settings, the lack of access for women to democratic institutions and democratic process is most evident. Security Council resolution 1325 calls on Member States to increase the representation of women at all decision-making levels. In response, the United Nations Departments of Peacekeeping Operations and Field Support intervene to facilitate women’s participation in political processes and women’s inclusion in governance structures in the countries where peacekeeping operations are deployed.

Women and Democracy United Nations: Global Issues accessed at:  
<http://www.un.org/en/globalissues/democracy/women.shtml>

## **Vocabulary**

Find the dictionary definition of:

discrimination

liberated

legislated

proposed

articulated

deployed

## **Questions**

1. What is a democratic society?
2. What is meant by a democratic process?
3. “Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or sexual orientation.” What problems could arise when this statement is taken too far. For example, would refusing to employ a Satanist as a church worker be regarded as religious discrimination? Would refusing to accept a transgender (previously male) person in a competitive women’s sport be regarded as discrimination? Would refusing to refuse a Muslim as chairman of a Hindu cultural society be regarded as discrimination? In what

situations is true discrimination being seen in today's world? Write your view point in 250 words.

4. "Democratic societies emphasize the principle that all people are equal." From a Biblical perspective, we are all equal through Christ because He has offered Salvation to all who will accept Him. But God gives different roles and responsibilities to male and female. Give your opinion on the role of men and women in society in 250 words.

## Word Collocations

(A combination of two or more words that are often used together, more often than would happen by chance: resounding success, crying shame, zero tolerance)

Find as many word collocations as you can for the following words:

(i) access      (ii) eligible      (iii) discrimination      (iv) equal

## Word Forms

Find the correct word forms for the following words. Say whether the word is a

NOUN    VERB    ADJECTIVE    ADVERB

discriminate

access

equally

sustainable

development

## EXERCISE C: SENTENCE COMPLETION

Complete the following statements according to the extract. Try to use your own words as much as possible.

((i) Equality describes a state where \_\_\_\_\_.

(ii) If people are united in their thinking, \_\_\_\_\_.

(iii) Since women make up half of the people in the world, \_\_\_\_\_.

(iv) One of the roles of women in a democracy is \_\_\_\_\_.

(v) In some countries, women are still \_\_\_\_\_.

(vi) Security Council Resolution 1325 advocates for \_\_\_\_\_.

## Research and Writing exercise

Injustice anywhere is a threat to justice everywhere – Martin Luther King Jr

1. Who was Martin Luther King Jr?
2. What did he stand for?
3. What do you think Martin Luther King Jr means by the above statement?

### THE INFLUENCE OF WOMEN IN TODAY'S WORLD – Forbes 100

Every year, Forbes magazine creates a list of the world's 100 most influential women. They describe their criteria for eligibility below:

#### Money

First, we assess the financial resources controlled by each person. For the business, finance, media and tech categories, we look at the previous year's company revenue. For celebrities, we use income earned from the most recent FORBES Celebrity 100. We tally the previous year's GDP for politicians, and net worth from the FORBES World's Billionaires list for those with ten-figure bank accounts.

Women from nonprofits and NGOs are rated on dollars spent fulfilling an organization's mission in the last year.

#### Media

The media component calculates global media mentions from publications, including newspapers, specialized periodicals, newswires and broadcast transcripts from all over the world in the past 12 months.

We add to that a total of each woman or her company's social media presence: Facebook fans, Twitter and Weibo followers and YouTube channel subscribers.

#### Sphere of influence and impact

Next, we determine if the candidate is powerful in multiple spheres. Casting a large shadow over one sphere isn't enough, with Oprah being the ideal example of being a media maven, entrepreneur, businesswoman, billionaire, and philanthropist who occasionally dabbles in political king making. Finally, we score our candidates on how actively and successfully they wield their power within their organization or brand, sector and the global stage.

Answer the following questions in COMPLETE SENTENCES.

1. What tense is most of the extract written in? Give a reason for the use of this tense.

2. Explain how the women in the following areas are judged, financially:

- Women in the business sector
- Celebrities
- Women in politics
- Wealthy women
- Women who work for NGOs (non-government organizations) and non-profit organisations.

3. Which media sources are used to assess the women 's media presence?

4. What are some areas in which the women are judged, for influence and impact?

5. How fair do you think these criteria are? Give reasons for your answer.

6. Make a list of the five most influential women of Fiji for the current year. Present your list to the class. Merge your lists and come up with your top \_\_\_\_\_ women of Fiji for the year.

**Now read on ...**

For the fourth year in a row, German Chancellor Angela Merkel tops the Forbes list of the world's 100 most powerful women.

For the Forbes 100, which has been compiled every year since 2004, women across finance, media, philanthropy and NGOs, politics and technology are ranked based on four key metrics: money, media presence, spheres of influence and impact.

After Merkel, the top nine most powerful women in order are Janet Yellen, Melinda Gates, Brazilian president Dilma Dilma Rousseff, IMF managing director Christine Lagarde, Hillary Clinton, General Motors CEO Mary Barra, Michelle Obama, Sheryl Sandberg, and IBM CEO Virginia Rometty.

The nine heads of state on the list, run nations with a combined GDP of \$11.1 trillion and 641 million people. This year's Power 100 includes 13 billionaires and 28 corporate CEOs.

Since the first "100 Most Powerful Women List" in 2004, eight women included 10 years ago remain on the list today: Melinda Gates, Christine Lagarde, Hillary Clinton, Indra Nooyi, Oprah Winfrey, Amy Pascal, Queen Elizabeth II and Ho Ching.

When it comes to power, age is kind to women. The 10 most powerful women are all age 50 or older, and the youngest woman on the Forbes list is 28-year-old Lady Gaga, ranked 67th. Among these women who "run the world," Beyonce lands at #17

(Adapted from Forbes 100, 2014)

## Questions:

Answer in COMPLETE SENTENCES, using your own words as much as possible.

7. When did Angela Merkel first top the list?
8. What do the abbreviations: IMF, IBM, CEO and GDP, stand for?
9. List three women who have always made the Forbes 100 list since its inception.
10. What do you think the phrase 'age is kind to women' in the last paragraph, means?
11. The phrase 'age is kind to women' indirectly refers to another form of discrimination which is called ageism, which a tendency to think that older people are debilitated, unworthy of attention, or unsuitable for employment. In what way does the Forbes 100 list contradict ageism?

## The story of Malala Yousafzai

A TEENAGER, who is also a girl, created history, when she became the youngest person ever to receive a Nobel award. She was awarded the NOBEL PEACE Prize for 2014. Here is her story:

Malala Yousafzai (born July 12, 1997) is a Pakistani student and education activist. She is known for her activism for girls' and women's rights, especially for being allowed to go to school. Yousafzai is originally from the town of Mingora in the Swat District. She was a victim of a gunshot attack in October 2012. Yousafzai is the youngest person to have won the Nobel Peace Prize. She won the prize in October 2014. She was 17.

In 2009, at age 11, many people got to know her through a weblog of the BBC News' Urdu language service. The BBC published translated writings about her life under Taliban rule. On 9 October 2012, Yousafzai was shot in the head and neck in an assassination attempt by Atta Ullah Khan, a Taliban gunman. She was given emergency treatment in Pakistan and then moved to England for more medical treatment. She had a titanium plate put over a hole in her skull and cochlear implants to restore her hearing.

In May 2012 David Trumble, an award-winning artist, made a cartoon of Yousafzai as a Disney princess as part of a drawing of other feminist icons that he had made into princesses that was in the Huffington Post.

On 12 July 2013, at age 16, she made a speech at the headquarters of the United Nations, stressing the right to education for all and for human rights and peace and non-violence against terrorism and intolerance citing the proverb: "the pen is mightier than the sword".

She was nominated for the 2013 Nobel Peace Prize. She has won a lot of prizes. She is the 2013 recipient of the Sakharov Prize and was one of the winners of Glamour magazine's

Women of the Year. Lady Gaga, who was also a winner and was on the month's cover, said that Yousafazi should have been on November's cover of Glamour instead of her.

In October 2013, she met President Obama, Michelle Obama, and their daughter Malia in the Oval Office. In that same month, a book about her life *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* was published, with her help. The book was banned in Pakistani private schools.

On 27 November 2013 Yousafazi was given the GG2 Hammer Award at the GG2 (Garavi Gujarat2) Leadership Awards 2013. Yousafazi was also chosen by TIME magazine as a candidate for 2013's Person of the Year. and was nominated for the World's Children's Prize for the Rights of the Child in 2014. In 2014 Yousafazi won the Nobel Peace Prize and was given a Doctor of Civil Law degree by the University of King's College.

The Taliban have said that they still want to assassinate Yousafzai.

(Adapted from Wikipedia, October, 2014)

### **Question:**

Look back at the FORBES 100 criteria for selecting women for their list. List some criteria that you think Malala qualifies for.

### **Reflections**

#### **EXERCISE 1:**

What have you learnt so far about equality and peace building?

Complete a **3.2.1** activity on what you have learnt:

Three things you have learnt; two things you want to know more about; one thing you will do as a result of what you have learnt.

#### **EXERCISE 2:**

Plan and write a short biography.

Choose one of the names from your list of the top women of Fiji OR one of the names on Forbes 100, or someone in your own community OR a famous Christian woman in history.

You should have the following information in your biography:

- Origins i.e. Date of birth, place of birth, parents
- Childhood education and achievements
- Later achievements
- Present status if still alive.
- A photograph or drawing if possible

## FREE AND FAIR ELECTIONS

Read the following description of what free and fair elections should be.

Holding regular elections means holding elections on a set schedule, known to the voters, thereby guaranteeing citizens the opportunity to change their leaders and to support new policies. Free and fair, or genuine, means that elections offer equal opportunities for all competing parties and candidates the ability to register for office without unreasonable requirements, balanced access to the media for all candidates, the absence of campaign finance abuse, and an independent electoral process.

Article 21 of the Universal Declaration of Human Rights, states that elections must be periodic, genuine, organized according to universal suffrage, and by secret ballot.

Universal suffrage means that there can be no burdensome barrier to registering or voting for any citizen, with only such legitimate requirements as age or residence. The idea is to have maximum participation in elections.

No person's vote can be counted twice. A secret ballot means that no one—except for the voter—knows how each person has voted. If a voter's choice is observable to others, voters may be subject to intimidation and reprisals by the party in power or by a party seeking power. Elections would then have no integrity. Elections vary from place to place and in every case, we still want "free and fair elections".

For free and fair elections|| the voters must have adequate access to the voting process, and this access must not be politically biased. The vote counting must be accurate. The results must be produced promptly.

The election process must be conducted in public view, and each step of the process, must be comprehensible to all voters.

Non-partisan officials should monitor the entire process and voting equipment should be based on open specifications and untarnished by partisan and commercial interests.

For democracy to work, everyone must agree to accept the results of freely held elections. The people and parties, who have lost power, or those who failed to gain it, must be willing to accept defeat. If the loser refuses to accept the winner, the election's legitimacy is diminished and the political system may be marked by conflict and instability. A key test for a democracy is the successful and peaceful transfer of power from one party to another.

The chain of custody must be carefully maintained and documented for a wide variety of materials including ballots, unvoted ballot stock, poll books, and so on.

**With your teacher** ... evaluate the election process of the last election held in Fiji. Did it meet the criteria above?

## Diary Entry

Read the following diary entry and note significant features:

August 5th

Dear Diary,

Tonight, I sat on a concrete bench along Terry Walk and watched as another milestone in my life was reached. Our baby, our number ten, was standing in line to register as a voter for the elections in September.

She's of age now, in many ways, and was doing her duty as an adult, eligible citizen of this country. It's part of her growing up. How fast time has flown! It seemed just like yesterday that she was a little Class One child, and she's now in Year 13 and preparing to vote!

You know how I've already made up my mind about who I'm going to vote for? Well, apparently, she has too. Her father has been trying to influence her to vote his way, but I think she has made up her mind and will vote for whoever she has chosen, on September 17. So come that day, we'll all just zip in and out.

I love my family and my homeland, and am ready to place my vote where I think it will do best. May the best party win!!!

Bye for now, my dear.

Maria.

### Questions

1. How old do you think the 'number ten baby' is?
2. How important do you think it is to take an interest in politics in your teenage years? Why?
3. Who should we be influenced by when deciding who to vote for?
4. What would you look for in voting for a political party?
5. What kind of values would you look for?

### ECONOMIC FREEDOM

In democracy, there must be some sort of economic freedom allowed by the government for citizens to own properties, businesses and to choose whatever form of employment or civic groups they want to join.

Economic freedom is a desirable end unto itself because it generally expands the range of choice of the individual, both as a consumer and a producer. A nation in which there is

economic freedom is one in which the private sector can fund the institutions of civil society. Thus genuinely independent churches, opposition political parties and a diversity of businesses and media are more likely to exist where economic power is not concentrated in the hands of bureaucrats or politicians.

Today, countries in Eastern and Central Europe, Latin America and elsewhere, are trying to achieve with varying degrees of success, both democracy and economic freedom. Economic freedom is important because it affects every aspect of an individual's life. Living in a society with high levels of economic freedom leads to higher incomes, less unemployment, longer life expectancies and cleaner environments.

Adam Smith, a famous economist, said that economic freedom leads to economic growth:

Adam Smith also said: Every individual is continually exerting himself to find out the most advantageous employment for whatever capital he can command. It is his own advantage, indeed, and not that of the society which he has in view. But the study of his own advantage naturally, or rather, necessarily, leads him to prefer that employment which is most advantageous to society. ...HE intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was not part of his intention. An Inquiry into the Nature & Causes of the Wealth of Nations, Vol 1

### **Activities**

1. What is the current status of economic freedom in Fiji?
2. What evidence do you see in your community, of economic freedom?
3. Reread the two quotes by Adam Smith. Paraphrase them, or rewrite them in your own words as much as possible.
4. Share your quotes with the class.

## **A DAY IN THE LIFE OF A STREET SWEEPER**

4.00 a.m. Time to get up. After a hasty breakfast of last night's left overs, I am on the road, walking to my depot in Samabula. Luckily, I live close by. In the early morning light, I pick up my gear for work: rubbish bin, gloves, stiff broom and dustpan. The work boots and hat I wear from home. My assigned area is the one between the Suva Market and the shops and supermarkets on the land side of the city.

People who pass me by rarely look me in the face. I'm just like a regular fixture on the roadside. Others look at me as if to say, "That's what happens when you misbehave in school!" What do they know of my circumstances? They don't know that my mother died when I was born, that my father blames me for her death. He is another one who cannot

look me in the face! My stepmother is okay. She tries, but she has my five siblings to care for, too. At least I'm not a beggar!!!

So I sweep the whole day through, while people throw down more rubbish, where I have just swept, a cigarette butt, a torn wrapper, a broken flip-flop. It's an endless battle!

### Activities

1. Do you get a sense of the person in the story? Describe him.
2. What thoughts and feelings does he share?
3. How many different types of sentences can you identify?
4. Identify some interesting words or phrases.
5. How effective is the beginning?
6. How strong is the ending?

### TRANSPARENCY AND ACCOUNTABILITY

Write the meaning of the following words:

transparency, accountability, scrutiny, contracts, policy, election, legislation, corruption, power.
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**Now read the following extract.**

*Each time you come across one of the words in the list above, PAUSE .....DEFINE, then move on with your reading.*

Governments placed in power through democratic elections, are accountable to voters and their processes are open to public scrutiny. They should be transparent to enable the public to obtain information regarding government contracts. Another important aspect of accountability and transparency relates to the government 's ability to properly manage contracts. Contracts and governmental policy must contain adequate mechanisms for monitoring and oversight to ensure contract compliance and hold contractors accountable for contractual abuses and the failure to deliver on promised deliverables.

REWRITE or PARAPHRASE the above paragraph, using your knowledge of the words in the list.

Now read on .....

## **The Role of the Media**

The media has a key role to play in informing individuals, providing an inclusive and critical platform or public dialogue and debate; stimulating interpersonal communication and ultimately policy-making that benefits a greater number of people. The media provides opportunities for citizens to be informed about and check government decisions; to voice their view and needs on governance issues and ultimately to support improved transparency and accountability.

REWRITE or PARAPHRASE the above paragraph, again using your knowledge of the words on the list.

Now read on .....

## **The People's Right to Know**

Elections are the primary means for citizens to hold their country's officials accountable for their actions in office, especially when they have behaved illegally, corruptly or ineptly, while carrying out the work of the government. But for elections—and the people's will—to be meaningful, basic rights must be protected and affirmed, such as with a Bill of Rights. If citizens are to govern their own affairs, either directly or through representative government, they must be informed about how to best determine their affairs and how best to represent and execute them. Of course, the people themselves must also have the right to know about government proceedings and the right to gain access to government information. In the absence of these instruments for accountability and transparency, government is likely to succumb to corruption. This has occurred throughout history when no controls have been placed on governmental powers and leaders have sought only to retain power.

IDENTIFY AND DEFINE three adverbs in the second line of the first sentence.

Discuss what a Bill of Rights entails.

List some instruments for accountability mentioned in this paragraph.

Summarise this paragraph in about 80 words, using your own words as much as possible.

Now read on .....

## **Separation of Powers**

Accountability also involves the separation of powers, which is the principle that no branch of government may dominate another, and that each branch has the power to check fundamental abuses by other branches. Parliamentary systems do not have the separation of powers in the same way, since the executive branch is elected by the legislature. In such

systems, standards of accountability are established through tradition, laws and oversight by an independent judiciary, public commissions and a free press.

IDENTIFY AND LIST the different branches of governments you are aware of. With the rest of the class and your teacher, build and complete a list as you can. You may also identify the current heads of each branch or ministry.

DISCUSS HOW the following ensure accountability:

- i) traditions
- ii) laws
- iii) an independent judiciary
- iv) public commissions
- v) a free press

Now read on.....

## **Leadership**

Leadership has been described as a — process of social influence in which one person can enlist the aid and support of others in the accomplishment of a certain task. Some understand a leader simply as somebody whom people follow, or as somebody who guides or directs others. Good leaders are made, not born. If you have the desire and the willpower you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training and experience.

NOW STUDY THE FOLLOWING LETTER TO THE EDITOR. This type of letter in a newspaper is an indication that media is free to be a medium for the public to voice their concerns and opinions.

## **LETTER TO THE EDITOR**

### **Features**

Fully blocked format

Writer's address

Date letter was written

Inside address

Salutation

Topic of letter

Purpose of letter (1st paragraph /introduction)

Further details

- (first idea)
- (second idea)
- (third idea: a recommendation which is optional)

More recommendations (optional)

Conclusion

Yours faithfully

Signature

### **SAMPLE LETTER – Writing Process**

Vutivuti Road, Naqera, Tailevu

30th October 2014

The Editor

The Fiji Sun, Suva

Dear Sir

#### **Re: Forgiven For Now**

The Auditor—General’s report is out and I wish to voice my concern about some of the contents of his report.

Now that we have democracy, we are also able to have the requisite attendant scrutiny of government spending. So what are we to make of the deficiencies highlighted by the A-G’s report?

The Government may be forgiven (for now) for the times we have just come through. However, going forward, the government’s sincerity in good governance will be shown in all the effort and measures it will take to correct all the highlighted anomalies.

Heads must roll if a repetition of this nature is seen in the coming years, and it should start at the top. A very big —‘thank you’ to the A-G. The first step to resolving an issue is to identify it.

I would suggest that the A-G issue a half-yearly interim report. In this report, the top five departments or ministries which may be heading for notoriety in the A-G’s annual report should be highlighted. This will allow them ample time to shape up for the year’s end.

To the Government, we know you can do it. Show us this time next year or the doubts will surely start to set in.

Yours faithfully

M. Vuli

Marika Vuli

*Adapted from The Fiji Times, October, 2014*

The NEWSPAPER is a form of the media that reaches a lot of people in Fiji. The local newspapers have played a major role in informing Fiji's citizens of current issues.

## **Youths raise their concerns**

by Laisenia Tuinamoala      Thursday, October 24 2014

To ensure their voices are heard at the national level, youths from Cabuka , Bila and Masa convened at the Liberty Hall in Babitu yesterday to be part of the National Youth Council forum.

Council president Leroy Simpson said the meeting was to hear the voices and opinions of youths in that area.

"The theme of the forum is, Youth for Change and it's a project funded by the EU through the UNDP," Mr Simpson said.

"We are conducting six forums throughout the country and this is the third one. This forum is basically to listen to the voices of the youths. Issues and opinions raised will be compiled with the other information discussed at the previous forums in Viti Levu and once it's completed, a submission will be presented in Parliament."

*Adapted from The Fiji Times October, 2014*

### **FEATURES of NEWSPAPER REPORTS**

- Headlines (title of story) in large and bold font: catches the eye and summarises the story.
- By-line: The name of the writer (reporter) .. for transparency
- Lead-in: the introduction, with details that answer the who, what, where and when questions. Usually in the past tense.
- Indirect quotes: offer transparency, verification of opinion and validity.
- Direct quotes: offer transparency, verification of opinion and validity.

- Stock phrases: used to clarify and identify speakers and their opinions and words i.e. \_\_\_\_\_ said, according to \_\_\_\_\_.
- The writer's tone is factual/objective/neutral /impartial.
- Reports usually begin with the past tense and ends with either the present tense or future tense, reporting a status up date, fact, or intended outcomes.

## SCRUTINISING NEWSPAPERS

1. The **THREE** main aims of a newspaper are to **INFORM, INTERPRET and ENTERTAIN**. Look through your newspaper and cut out an example each of an article that informs, interprets or entertains. Label each article with its aim, and explain how the article achieves its aim.

**2. Headlines** are used to capture the readers' attention, and to summarise the main idea of the article. Sub-editors usually write these in when they are reviewing the article.

Look at the newspaper again and cut out three headlines which have caught your eye. Beside each headline, identify **AND EXPLAIN** the technique the sub-editor used in the writing of each headline: **ABBREVIATION, ALLITERATION, BANNER, CONDENSATION, PUN, RHYME, SENSATIONAL**.

**3. Pictures and captions** are also part of news items. They may provide additional information Captions should also sum up the main idea of the news article.

Cut out three pictures and their accompanying captions. Do the captions add new information? Do they summarise the main idea of the news item?

**4. The "Letters to the Editor"** section provides a forum for the public to voice their opinions. Publication of letters are at the discretion of the newspaper editors. Some writers become prolific and are often very entertaining.

Cut out three letters to the editor. For each one, label whether it is any of the following, giving your reasons: **AMUSING AND ENTERTAINING, ANSWERING QUESTIONS, ASKING QUESTIONS, BALANCING VIEWPOINT, CLEARLY ARGUED, EMOTIVE, HIGHLY CRITICAL, OFFERING ADVICE, WELL-RESEARCHED**.

Which letters do you agree with? Which ones do you disagree with? Why?

5. The newspaper has other sections like the **sports section and features section**

(agriculture, business reports, court reports, previews, reviews, social updates etc.)

Cut out three different types of articles from these other sections. Label them according to the type.

6. **IN GROUPS**, identify a current issue, **OR** focus on the topic of **LEADERSHIP**,

a) plan and write a letter to the editor, using the **WRITING PROCESS**,

b) write a news report based on the same issue.

Some people's idea of free speech is that they are free to say what they like, but if anyone says anything back, that is an outrage - Winston Churchill

## **HUMAN RIGHTS AND THE BILL OF RIGHTS**

READ AND PONDER the following quotes about human rights. Be prepared to share your thoughts, ideas and feelings.

Everyone is entitled to freedom, education, protection and full equality. Everyone has the right to life, liberty and security of person.

The real 7 deadly sins: apathy, cruelty, duplicity, hypocrisy, false morality, abuse of power, cultivated ignorance.

You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty - Mohandas K Gandhi

## **QUESTIONS FOR DISCUSSION**

1. What are some of the basic human rights?
2. How can these rights be preserved, or honoured?
3. How are these rights sometimes ignored, taken away or lost?

**READ the following extract and fill in the gaps with one-word answers.**

All human beings are 1\_\_\_\_\_ with absolute rights. These 2\_\_\_\_\_ rights empower people to pursue 3\_\_\_\_\_ of self –respect. Thus, no 4\_\_\_\_\_ can bestow them, but all governments 5\_\_\_\_\_ protect them. Freedom built on a 6\_\_\_\_\_ of justice, tolerance, dignity and respect 7\_\_\_\_\_ of ethnicity, religion, political association or 8\_\_\_\_\_ standing, allows people to pursue 9\_\_\_\_\_ fundamental rights. Human rights 10\_\_\_\_\_ interdependent and inseparable; they encompass 11\_\_\_\_\_ facets of human existence, including 12\_\_\_\_\_, social and economic issues.

## **The Bill of Rights**

The BILL OF RIGHTS sets out our basic rights as individuals. It is based on the idea that the powers of the government are controlled by the constitution and aims to protect the rights and freedoms of individuals which include the right to life, personal liberty, freedom from slavery and forced labour, equality ,a right to education, freedom of religion and belief, freedom of expression, freedom of assembly, freedom of association, the right to privacy and freedom of movement.

### **VOCABULARY EXERCISE**

From your understanding of human rights and the bill of rights, match the following terms with their correct definitions:

## TERMS

1. Human rights
2. Bill of Rights
3. Minority group
4. Arbitrary arrest
5. Cultural diversity
6. Polity
7. Good governance
8. Cultural values

## DEFINITIONS

- A) ideas of what is good and right in a culture.
- B) the existence of a variety of cultural or ethnic groups within a society.
- C) a unit that has a government or is politically organized.
- D) a right that is believed to belong justifiably to every person.
- E) a culturally, ethnically or racially distinct group that coexists with, but is subordinate to, a more dominant group.
- F) a declaration of individual rights and freedoms, usually issued by a national government.
- G) the arrest or detention of an individual in a case in which there is no likelihood or evidence that they committed a crime against legal statute, or in which there has been no due process of law.
- H) the process of making and implementing decisions, not necessarily about making the most “correct “ decisions, but about following the best possible process for making those decisions.

## QUESTIONS FOR DISCUSSION:

1. What progress do you think Fiji has made, towards fulfilling its obligations on Human Rights?
2. In which specific areas, do you feel, Fiji is still lagging behind?
3. What is the difference between Human Rights and a Bill of Rights?
4. How important are these rights, to you, as a young person?
5. What would you consider to be your responsibility as a young person, in upholding these rights in your family, school, wider community and the country?

## Create an awareness poster

Choose an element of the Bill of Rights that you would like to stand up for.

*(to protect the rights and freedoms of individuals which include the right to life, personal liberty, freedom from slavery and forced labour, equality, a right to education, freedom of religion and belief, freedom of expression, freedom of assembly, freedom of association, the right to privacy and freedom of movement.)*

Examples of issues that affect our modern society are:

Abortion (right to life)

Slavery (still operating today – see next page)

Religious discrimination (operating in Communist and Islamic countries)

Denial of education for women (in some Islamic countries)

Forced marriages and child brides (in some Islamic and Hindu cultures)

Create an awareness poster to explain your concern.

- Plan carefully your choice of shape, colour, words and space.
- Be ready to explain your poster to other groups.
- Use pictures or static images such as cartoons, charts, collage, drawings

## Child labour in China

China's child labour is a huge problem. It is estimated that there are about 10 million children under 14 not attending school. Over 5 million of these children are working in factories, especially clothing factories. Children are forced to work 10 hours a day, with no pay. In rural areas children often work on farms. Although mistreatment of children is illegal, it still happens.

1. What is the meaning of 'labour'?
2. What do many Chinese children do instead of going to school?
3. Do they work for pay?
4. What do you call someone who is forced to work for no pay?
5. What do you think could be done?



## **RULE OF LAW AND CONTROL OF ABUSE OF POWER**

Read the extract below:

The constitution is a body of fundamental principles according to which a state or other organization is to be governed. It is the supreme law of the country and says what the structures of government are and what powers they have. It protects your rights and sets up institutions to check that government does not abuse them.

A strong house built on a solid foundation can withstand strong winds. Likewise, a society built on a sound constitution is strong and durable.

The rule of law is a system of rules and rights that enables the fair and functioning societies. The World Justice Project defines this system as one in which the following four universal principles are upheld:

1. All citizens, public and private institutions are accountable under the law.
2. The laws are clear, applied evenly and protect fundamental rights and property.
3. The processes of law are accessible, fair, and efficient.
4. Justice is delivered timely by competent, ethical, and independent representatives.

Democracy can be defined as a government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system. A democratic society is characterized by formal equality of rights and privileges, political or social equality.

Abuse of power is the improper use of authority by someone who has that authority because he or she holds a public office.

Power is the ability or authority to control people and events, whether it is economically or politically. In many cases people abuse their power due to financial gain. Power and democracy is —easy money. Big contracts and business deals, as well as the entertainment industry allow people to get instant fortunes and many of these young millionaires use this —new money|| to bribe politicians and buy political systems.

### **Activities**

#### **First Level: Literal Statements**

1. Does the text say this? Yes or no? Which words support your answer?
  - The constitution is a set of basic laws which help regulate a country or organisation. Societies which promote equality are democratic societies.
  - Many become corrupted by the drive to get more money.
  - People who have some authority have the power to misuse that authority.

- The judiciary must be an independent body.
- Only the people can elect a truly democratic government.
- People's rights are protected by their country's constitution.

### **Second Level: Interpretive Statements**

2. Does the text give you this idea? Yes or no? Which words and phrases support your answer?

- People in power can be bought. No one is above the law.
- Governments may sometimes misuse authority.
- One can get rich quickly in some fields of endeavour.
- A society in which there is no political equality is not really democratic.

### **Third Level: Applied Statements**

3. Do you agree with these statements? Yes or no? Why or why not?

- Every government must have a constitution.
- Absolute power can corrupt.
- Societies without rule of law may experience chaos and anarchy.

## Additional articles & Exercises – Beacon Media

### Can the government be wrong?

#### The True Story of Lindy Chamberlain

On 17 August 1980, while on a family holiday, nine-week-old Azaria Chamberlain was taken by a dingo from a camping ground near Ayers Rock, (Uluru), Central Australia. After two inquests and a police raid on her house, Lindy Chamberlain was tried and convicted of the murder of her baby daughter. She was sentenced to life in prison with hard labour. While inside and outside the prison, Lindy and thousands of others fought to clear her name. Lindy's fourth child Kahliia Chamberlain, was born on 17 November 1982 in Darwin Hospital while Lindy was in the custody of Darwin Prison.



The simple story is that three people heard the cry of Azaria on the night she disappeared from the tent in the camping ground at Ayers Rock (Uluru). Lindy saw a dingo coming out of the tent and dingo tracks were seen around and inside the tent. Blood from Azaria was found in large quantities – for an infant – on the tent mattress and other items, on the tent itself, near the carry-basket she had been sleeping in, and next to dingo tracks.



Shortly after the alarm was raised, Aboriginal and white trackers following the dingo prints (until they could no longer, as it mixed with shoe prints of humans on the road) saw drag marks in the sand; in two places there was a shallow depression in the sand, where a bundle had been set down, apparently while the animal rested. The depressions contained the imprint of a knitted garment, and next to one, small, dark patches in the sand, which they took to be blood.

Lindy's husband Michael was an Adventist pastor. For everyone who had been with the Chamberlains that day, or held the vigil with them that night as they waited for word on their daughter, there was no question that the Chamberlains were a loving family, and that they had just experienced the loss of their daughter and sister under horrific circumstances.

But false rumours began to fly. Some members of the media and police helped spread the rumours. The first inquest found that Azaria had died by a dingo attack, and the Coroner chastised the police for shoddy work. He felt that some police may have been against the idea of a dingo being involved, and that their 'evidence' against the Chamberlains did not stand up.

At the same time, all of the eyewitnesses had police at their doors, asking for statements. From the beginning it was clear what the agenda was. When the eyewitnesses began to describe what they had seen or heard, the police told them that 'they did not want to hear anything about a dingo. This is a murder investigation.' The police told those who had been

there on the night, and had seen the evidence first hand, that they expected an early confession from Lindy; they did not even expect it to go to trial.

The first inquest was overturned, and the second inquest made no finding, but bound the Chamberlains over for trial. The police did not get their wish of a confession for they failed to recognise how important innocence is to innocent people. The police said that the 'evidence' was faulty. Lindy was found guilty of murder and her husband of helping her conceal the crime. She received a life sentence with no parole; he received a three-year suspended sentence.

The Chamberlains fought to prove their innocence, until they reached the end of all legal means available to them. In February 1986 the missing matinee jacket was found along with several other items. The Northern Territory Government remitted Lindy's life sentence and she was immediately released from jail and announced a Royal commission. The 1987 commission found her innocent and revealed that a jury would not have convicted if the new evidence had been available. In September 1988, after forcing a new law through Parliament, Lindy Chamberlain returned to court and this time the criminal convictions were finally quashed by the NT Court of Criminal Appeal.

In 1995, confirming that none of the Chamberlains were in any way responsible for Azaria's death, the coroner at that time ruled that the cause of her death could not be determined. It seems hard to fathom, as all of the key witnesses were still alive, the testing still available, and the Royal Commission did enormous research, finally saying that it had not been proved beyond reasonable doubt that a dingo had not taken Azaria. One newspaper headline said it best – "OUTRAGE".

In December 2011 the NT Coroner's office announced that there was to be another inquest, and on 12 June 2012 Coroner Elizabeth Morris delivered her finding that Azaria had indeed been taken by a dingo. Even though Lindy's conviction had been quashed in 1988, it was not until 2012 that the public felt that Lindy had been fully exonerated at last.

The stress of the whole case was too much for Michael and Lindy's marriage. They divorced. Lindy remarried, living in Australia's Hunter Valley, became author of a book for children, as well as another on grief and forgiveness. She gives lectures and seminars on a variety of topics including how to deal with stress; grief and forgiveness; privacy and the media's responsibilities in news reporting; lawyers' responsibilities to seek the truth and be impartial; and prison life – what it is really like inside and how it differs from the public's perception; finding faith and perspective beyond religion.

The Story | Lindy Chamberlain –Rick Creighton 2026

## Questions

1. What evidence was found initially by Australian Aboriginal trackers? Why do you think these trackers would be good at finding evidence?
2. What evidence was given by eye witnesses?

3. What more substantial evidence was found in 1986?
4. Why do you think the coroner dismissed the evidence?
5. What was Michael Chamberlain's occupation at the time of Aria's killing by the dingo?
6. What kind of an animal is a dingo?
7. How would a camping holiday make it easy for a dingo to take a baby?
8. What character attributes would you choose to describe Lindy Chamberlain?

## Extracts from Tortured for Christ

by Richard Wurmbrand

First published 1967 - An account of the suffering church and testimony of the Underground Church in countries behind the Iron Curtain

### **HOW THE UNDERGROUND CHURCH WORKED: PARTLY IN THE OPEN**

The Underground Church met in secret - in private houses, in worlds, in basements — wherever it could. Under the Communists, we devised a plan of having street preaching which with the time, became very risky, but by this we reached many souls we could not reach otherwise. My wife was very active in this. Some Christians would quietly gather on a street corner and street to sing. People crowded around them to hear the beautiful singing, then my wife would deliver her message. We left the spot before the street police arrived.

One afternoon, while I was active elsewhere my wife delivered a message before thousands of workers, at the entrance of the great "MALAXA" factory, in the city of Bucharest. She spoke to the workers about God and about salvation. The next day, many workers in this factory were shot after rebelling against injustices of the communists. They had heard the message just in time!

We were an Underground Church but like John the Baptist, we spoke openly to men and rulers about Christ.

Once, on the steps of one of our government buildings, two Christian brethren pushed their way to our prime minister Georghiu Dej. In the few moments they had, they witnessed to him about Christ, urging him to turn from his sins and persecution. He had them thrown into prison for their daring witness. Years later, when the same prime minister, Gheorghiu Dej, was very sick, the seed of the Gospel which they had planted years ago and for which they had suffered greatly, bore fruit. In his hour of need, the prime minister remembered the words which had been spoken to him. Those words were as the Bible says, "quick and powerful and sharper than any two-edged sword." They cut through the hardness of his heart and he surrendered his life to Christ. He confessed his sins, accepted the Saviour and

began to serve Him in his sickness. Not long afterward he died, but went to his new-found Saviour all because two Christians were willing to pay the price. And they are typical of the courageous Christians in the communist lands today.

Thus, the Underground Church worked not only in the secret meetings, but in bold, open proclaiming of the Gospel on the communist streets and to communist leaders. There was a price. We were prepared to pay for it. And the Underground Church is still prepared to pay it today.

The secret police persecuted the Underground Church very much, because they recognized in it the only effective resistance left. And just the kind of resistance, the spiritual resistance, which, if left unhindered, would undermine their atheistic power. They recognized, as only the devil can, an immediate threat to them. They knew if a man believed in Christ, he would never be a mindless, willing subject. They knew they could imprison men, but they couldn't imprison faith in God. And so they fought very hard.

But the Underground Church also has its sympathizers or members even in the communist governments and in the secret police.

We instructed Christians to join the secret police and put on the most hated and despised uniform in our country, so they could report the activities of the secret police to the Underground Church. Thus, several brethren of the Underground Church did it, keeping their faith hidden. It is not easy to be despised by your own family and friends for wearing the communist uniform and not to tell them your true mission. Yet they did. So great was their love for Christ.

I have been kidnapped from the street and was imprisoned for years in strictest secrecy. To find out my whereabouts, a Christian doctor actually became a member of the secret police! As a secret police doctor, he had access to the cells of all prisoners and hoped to discover me. All his friends shunned him, thinking he had become a communist. But going around dressed in the uniform of the torturers is a much greater sacrifice for Christ than to wear the uniform of a prisoner.

The doctor found me in a deep, dark cell and sent out word that I was still alive. He was the first friend during my first 8 years in prison to discover me! Due to him, word was spread that I was alive and, when prisoners were released during the Eisenhower-Khrushchev "thaw" in 1956, Christians clamoured for my release too and I was freed for a short time.

If it had not been for this Christian doctor, who joined the secret police specifically to find me, I would never have been released. I would still be in prison (or in a grave) today.

Using their position in the secret police, these members of the Underground Church warned us many times and were of very great help. The Underground Church still has men in the secret police today who protect and warn the Christians of impending danger. Some are high

up in communist circles, keeping their faith in Christ secret and helping us greatly. One day in heaven they can publicly proclaim Christ whom they secretly serve now.

Nevertheless, many members of the Underground Church were discovered and imprisoned. We had our "Judases" too, who told and reported to the secret police. By beating, drugging, threats and blackmail, the communists tried to find ministers and laymen who would report on their brethren.

### **UNSPEAKABLE TORTURES**

A pastor by the name of Florescu was tortured with red hot iron pokers and with knives. He had been beaten very badly. Then he was put in a cell. Starving rats were driven into his cell through a large pipe. He could not sleep, but had to defend himself all the time. If he rested a moment or closed his eyes, the rats would attack him.

He was forced to stand for two weeks, day and night. The communists wished to compel him to betray his brethren, but he resisted steadfastly. In the end, they brought his son of the age of 14 and they began to whip the son in front of the father, saying that they will continue to beat the child until the pastor says what they wished him to say. He bore it as much as he could. When he could not stand it anymore, he cried to his son: "Alexander, I must say what they want! I can't bear any more your beating!" The son answered: "Father, don't do to me the injustice to have a traitor as parent. Withstand! If they kill me, I will die with the words 'Jesus and my fatherland'." The communists, enraged, fell upon the child and beat him to death, with blood splattered over the walls of the cell. He died praising God. Our dear brother Florescu was never the same after seeing this.

Handcuffs were put on our wrists which had sharp nails on the insides. If we were totally still, they didn't cut us. But in bitterly cold cells, when we would shake with cold, our wrists would be torn by the nails.

Christians were hung upside down on ropes and beaten so severely that their bodies swung back and forth under the blows. Christians were put in ice-box "refrigerator cells" which were so cold, frost and ice covered the inside. I myself was thrown into one with but very little clothing on. Prison doctors would watch through an opening until they saw symptoms of freezing to death, then they would give a warning and guards would rush in to take us out and make us warm. When we were finally warmed, we would immediately be put back in the ice-box cells to freeze-over and over again! Thawing out, then freezing to within just one minute or two of death, then being thawed out again. It continued endlessly. Even today sometimes I can't bear to open a refrigerator.

We Christians were put in wooden boxes only slightly larger than we were. This left no room to move. Dozens of sharp nails were driven into every side of the box with their razor-sharp points sticking into the box. While we stood perfectly still, it was alright. We were forced to stand in these boxes for endless hours. But when we became fatigued and swayed with

tiredness, the nails would go into our bodies. If we moved or twitched a muscle—there were the horrible nails.

What communists have done to Christians, surpasses any possibility of human understanding. I have seen communists torturing Christians and the faces of the torturers shone with rapturous joy. They cried out while torturing the Christians, “We are the devil.”

We wrestle not against flesh and blood, but against the principalities and powers of evil. We saw that communism is not from men but from the devil. It is a spiritual force — a force of evil — and can only be countered by a greater spiritual force, the Spirit of God.

I often asked the torturers: “Don’t you have pity in your hearts?” They usually answered with a quotation from Lenin that “you cannot make omelettes without breaking the shells of eggs and that you cannot cut wood without making chips fly.” I said again: “I know also this quotation from Lenin. But there is a difference. When you cut a piece of wood it feels nothing. But here you are dealing with human beings. Every beating produces pain and there are mothers who weep.” It was in vain. They are materialists. For them nothing else than matter exists and a man is for them like wood, like an egg shell. With this belief they sink to unbelievable depths of cruelty.

The cruelty of atheism is hard to believe. When man has no faith in the reward of good or the punishment of evil, there is no reason to be human.

There is no restraint from the depths of evil which is in man. All restraint is gone. The communist torturers often said, “there is no God, no hereafter, no punishment for evil. We can do what we wish.” I have heard one torturer even say, “I thank God, in whom I don’t believe, that I have lived to this hour when I can express all the evil in my heart.” He expressed it in unbelievable brutality and torture inflicted on prisoners.

I am very sorry if a crocodile eats a man, but I can’t reproach the crocodile. He is a crocodile. He is not a moral being. So no reproaches can be made to the communists. Communism has destroyed in them any moral sense. They boasted they had no pity in their heart. I learned from them. As they allowed no place for Jesus in their hearts, I decided I will leave not the smallest place for Satan in mine.

One of the really great heroes of the faith was pastor Milan Haimovici. The prisons were overcrowded and the guards did not know us by name. They called out for those who had been sentenced to get twenty-five lashes with a whip for having broken some prison rule. Innumerable times, Pastor Milan Haimovici went to get the beating in the place of somebody else. By this he won the respect of other prisoners not only for himself, but also for Christ whom he represented.

If I would continue to tell all the horrors of Communists and all the self-sacrifices of Christians, I would never finish. Not only the tortures were known. The heroic deeds were

known, too. The heroic examples of those in prison greatly inspired the brethren who were still free.

One of our workers was a young girl of the Underground Church. The communist police had discovered that she secretly spread Gospels and taught children about Christ. They decided to arrest her. But to make the arrest more agonizing and as painful as they could, they decided to delay her arrest a few weeks, until the very day she was to be married. On her wedding day the girl was dressed as a bride. The most wonderful, joyous day in a girl's life! Suddenly, the door was pushed open and the secret police rushed in.

When the bride saw the secret police, she held out her arms toward them to be handcuffed. They roughly put the manacles on her wrists. She looked toward her beloved, then kissed the chains and said, 'I thank my heavenly Bridegroom for this the jewel He has presented to me on my marriage day. I thank Him that I am worthy to suffer for Him' She was dragged off with weeping Christians and a weeping bridegroom left behind. They knew what happens to young Christian girls in the hands of communist guards. After five years she was released — a destroyed, broken woman, looking 30 years older. Her bridegroom had waited for her. She said it was the least she could do for her Christ. Such beautiful Christians are in the Underground Church.

### **Questions**

1. What was the "Iron Curtain"?
2. List three characteristics of Communist governments.
3. What is the "Underground Church"?
4. In which countries today does an Underground Church still operate?
5. Should we obey all governments? Explain your answer in the light of Acts 5:29.
6. Choose one person from this extract and describe their strength of character.

## **The Marginalization of Christianity**

### **From "The Death of Western Christianity" Chapter 7, by Patrick Sookhdeo**

The West is not merely passively post-Christian and indifferent to Christianity; it is now actively anti-Christian and profoundly intolerant of the Christian faith.

What is Christian-o-phobia? A state of fear and hatred against Christianity and Christians.

After the second World War, the shock and horror of the atrocities committed by the Nazis against the Jews compelled many Western nations to introduce laws aimed at eliminating hatred and violence based on ethnicity and religion. This was a guard against anti-Semitism. Over the years and with the rise of the women's rights and civil rights movements, Western

nations passed laws to include other groups facing discrimination based on gender, colour and race.

More recently, as more and more minority groups claim victim status, governments have passed more and more legislation banning discrimination against people on the grounds of race, gender, pregnancy, marital status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, language, birth, trade and sexual orientation.

At first glance, such laws appear noble and commendable. They profess to promote equality, tolerance and non-discrimination. New legislation in the West has protected minority groups in contrast to many other countries where rights of women and religious minorities are trampled upon.

HOWEVER, the increasing amount of legislation under the heading of 'human rights' is now open to abuse and is impacting freedoms enjoyed in democratic countries such as the freedoms of religion and expression.

### **Discrimination**

Anti-discrimination law is intended to protect the right of all people to be treated equally. This is a good thing.

BUT what happens when the right of a religious group to practise their religion competes with the right of another minority group? Is there a hierarchy of rights? Is it right for the rights of sexual minorities to be set above the rights of Christians, who are then forced by compelling laws to do something against their core beliefs?

### **Hate Crime**

Christians must stand firm against all forms of hatred and prejudice.

What is a hate crime? It is not easily identified. Hate is a feeling, not an action. A person can feel hated. It may be their opinion that a person hates them. So, if a person feels hated, they can sue another for hate crime.

Hate may result in an act, **but** it's not an act. The law only has the right to judge acts, not feelings or thoughts.

### **Hate speech**

Hate speech is an expression (spoken or written), image or gesture made privately or publicly that promotes or incites hatred or aggression towards certain groups or individuals based on group attributes.

The problem lies in what may be perceived as hateful.

How does one determine what is hate speech?

Hate speech is almost impossible to define.

Laws against hate speech and against "offense" are tools in the hands of those who would severely restrict religious freedom.

What constitutes hate or abuse or offense is highly subjective. What one group considers sacred, orthodox and central to their identity may be seen as dangerous, damaging and detrimental by another group. One person's free speech is another person's hate speech.

"The clear problem of outlawing insult is that too many things can be interpreted as such. Criticism, ridicule, sarcasm, merely stating an alternative point of view can be interpreted as insult." (Rowan Atkinson 2012)

Are some groups more valuable than others? Do some groups deserve more protection by the laws than others? Is this discrimination?

### **The silencing of Christian belief**

A tidal wave of restrictive legislation is battering the church and orthodox Christians who find themselves slapped with penalties. Jews are also affected.

In liberal and secular societies, a variety of viewpoints and lifestyles are in open conflict with the most basic teachings of the Bible. Christians are now increasingly prevented from expressing views or practising their faith in a number of areas.

Christian counselling and prayer offered to a homosexual wanting a lifestyle change is seen as 'conversion therapy' and is a criminal offense.

### **The uniqueness of Christ**

The Bible teaches that the only way to salvation is through Jesus Christ. We believe that followers of other religions are unfortunately mistaken or deceived. Salvation is by grace alone through faith alone and a person who is not saved is lost for all eternity. Sharing the good news of Salvation with people of other religions (or no religion) to save them from certain eternal torment in hell, is essential for Christians, and rooted in the Great Commission of our Lord Jesus Christ. This belief cannot avoid clashing with other religious beliefs and worldviews who offer a different way to salvation. However, such a view is condemned as exclusive, intolerant and hateful.

Other Biblical beliefs that clash with a secular society

1. The sanctity of life – Biblical Christians believe in the right to life of the unborn
2. The nature of gender – we are born male or female
3. The nature of homosexual practice – the Christian should have the right to offer help to the homosexual
4. The sanctity of marriage

It is important to distinguish between individuals and ideas. People must always be protected from harm and allowed to express their beliefs freely, but the beliefs themselves should not be protected from analysis, critique or criticism. The protection of people is vitally important because they are created in the image of God and carry His dignity and therefore should never be insulted, abused or attacked. No matter how much we disagree with a person's beliefs, ideologies and practice, Christians must never attack the person. This is part of the Christian command to live a life of love (Eph 5:2). The criminalization of

homosexual practice is completely unacceptable, as is the criminalization of opinions disagreeing with homosexual practice; any judgement must be left to God.

Christians are facing a swelling tide of legal judgements against them. The Bible is in effect being censored as laws and legal judgements against reading, teaching or displaying sections of the Bible are passed. Christian parents are prevented from adopting or fostering children if they hold Biblical views on homosexuality. There are now multiple cases of unfair employment discrimination based on the traditional view of sexuality. Christians are not even allowed to express their conviction that Jesus is the only way to Salvation. Irish pastor James McConnell, who was charged with a 'hate crime motive' said:

"The police tried to shut me up and tell me what to preach. I believe in freedom of speech. I'm going to keep on preaching the Gospel. I have nothing against Muslims. I have never hated Muslims. I have never hated anyone. But I am against what Muslims believe. They have the right to say what they believe in and I have the right to say what I believe."

## Questions

1. Explain how certain issues that are protected under 'Human Rights' laws are becoming a problem for Christians in societies that are becoming increasingly anti-Christin.
2. Name two beliefs that Christians hold to, that are becoming increasingly under attack by the wider world.
3. The average person who is not a Christian believes that "all roads lead to Rome". This means that whatever religion you choose will lead to the same destination. How is Christianity different? Does a true Christin believe this?
4. Because the Bible is the gold standard for truth, and the only truth, what does tolerance of other religions mean for Christians?
5. How should we stand in the light of Matthew 5:10-12?

## What is hate speech?

<https://www.gospelway.com/christianlife/hatred.php>

Can Christians in the future be falsely accused of hate speech?

When people accuse others of hatred for speaking out against certain practices, the practices being discussed usually include homosexuality and abortion - both of which were once illegal in most places in the USA within our lifetime! Everybody spoke against them (if they spoke at all). Nobody was accused of "hate speech" or a "hate crime" to speak against them! How can it be that, in a single lifetime, speaking against an act change from something everybody knew should be done to a hate crime?

Do these people really believe that every time anybody speaks out against anything, he is guilty of "hate speech"?

Do they think they are guilty of a "hate crime" every time they speak out against anything? Of course not. The consequence of their view is that nobody could ever speak against anything. But even they speak against some things. Then how do they know that everybody who speaks against homosexuality is guilty of an improper hatred?

The truth is they know better than to say the things they do! Whether they consciously realize it or not, they are part of a deception. When they speak against what they oppose, they defend that as "freedom of speech." When we speak against what we oppose, they call it a "hate crime"! They know it is not always wrong to speak against practices.

So why do they accuse us of hatred?

It's a psychological trick, a form of manipulation and intimidation. By accusing us of hate:

1) They hope to make us feel guilty and keep quiet. Christians are supposed to love, not hate (they think). So if they can convince us that speaking against evil is hate, we will hush.

2) They hope to discredit us in the eyes of others. They believe people in general are opposed to "hate." So if they can make it look like we are guilty of hate, people won't want to stand with us.

3) They are preparing the groundwork for persecution of those who speak against homosexuality and other immorality. First, they convince people it is "hate" just to speak against these practices. Then they pass laws to penalize "hate speech" as a "hate crime." Then if we won't hush, we get thrown in jail or fined. This is not imagination. It's already happening in other nations.

But this all follows if they can convince people that speaking against evil is "hate speech," even though they must know it really is not true!

So we have learned that everyone hates.

Good people hate evil practices, and evil people hate good practices. So whose hatred is wrong? Good people hate and speak against the practices that God hates and speaks against. They are just imitating God and obeying His word. But evil people love what God hates, and they try to silence and punish those who obey God's command to oppose evil. What you hate depends on whether or not you believe in God and His word.

Do you hate what God hates? Do you love what God loves?

## Questions

1. What are some examples of 'hate crimes' that Christians may be prosecuted for in the near future?
2. Name 3 things we should hate.
3. Name 3 things we should never hate.

## **Government over-reach in 2021**

In 2021 and 2022 The world's governments largely united on how to deal with the world-wide pandemic -the Covid virus.

Once an untried vaccination was developed, (by fast-tracking), the vaccination became compulsory for all citizens 18 years and over. Those who did not accept the vaccine were deprived of employment, not allowed to attend church, prohibited from shopping (except for food). During certain periods, lock-downs were enforced, meaning that people could not leave their homes except for essential food shopping or medical appointments. Those who broke these laws faced imprisonment in some countries such as Australia.

Now, years on from the event, governments have admitted that there was over-reach, but it seems like there will never be an apology for the thousands and thousands of people who had adverse reactions or died, as a result of the vaccine. Governments, and people who supported those government decisions, will say it cannot be proven. But statistics show otherwise.

What about Sweden? This country took exception to the status quo, and decided not to enforce vaccines or lockdowns. The result? Incidence of Covid was no different to countries who took the measures

The pros and cons of the Covid vaccine is controversial, even among Christians, but what is not controversial is the government interference into people's lives during this time. Government legislation removed people's choice of what goes into their bodies, and compromised people's right to choose their own health measures.

### **Question**

How do we know when it is right to obey the government or whether there could be a reason not to? See Bible verses on Discernment

1 John 4:1 - Beloved, do not believe every spirit, but test the spirits to see whether they are from God, for many false prophets have gone out into the world.

Hebrews 4:12 - For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart.

Romans 12:2 - Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.

James 1:5 - If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him.