

PARENT / TEACHER LESSON PLANS

FOR
**HIGH
SCHOOL**
STUDENTS

HOLY
BIBLE

ABORTION



Abortion

What can you personally do to make abortion unthinkable and to help pass an abortion law?

Summary

This lesson provides students with the opportunity to view LifeTour videos from We Need a Law. After working with these videos, students will be invited to create a role play where they practice their conversation skills about how to make abortion unthinkable. Students also complete a prolife profile of a local organization.

Essential Question

What can you personally do to make abortion unthinkable and to help pass an abortion law?

This essential question is intended to drive home the point that students need to engage with the culture in order to change it.

Summary

This lesson provides students with the opportunity to view LifeTour videos from We Need a Law. After working with these videos, students will be invited to create a role play where they practice their conversation skills about how to make abortion unthinkable.

Engage the students

- The teacher should ensure that all materials and videos are age- and classroom-appropriate.
- Students will be watching three LifeTour videos and taking notes on *Handout 1 – LifeTour Notes*.
 - Segment #1: <https://youtu.be/1SCWMSR2Cfc>
 - Segment #2: <https://youtu.be/gukfZEZY2YQ>
 - Segment #3: <https://youtu.be/kddVulCf7Ho>
- Distribute *Handout 1* to students
- After viewing segment #1 with Andre Schutten, discuss the following with the class
 - Should the father be allowed to have a say in whether his child is aborted?
 - In Canada, men currently do not need to give their consent for their child to be aborted. How might this have an impact on how he views his responsibility for that child, or even his commitment to a relationship?
 - Consider how the texts Psalm 103:13, Psalm 127:3-5, Ephesians 5:25, and I Cor 7:3-4 inform this discussion.
- After viewing segment #2 with Maaike Rosendal, discuss the following with the class
 - Does public policy change public opinion? Or does public opinion change public policy? Can it be both?
 - How do you feel about the way CCBR brings its pro-life message that abortion is wrong? They use graphic images that expose the reality of abortion and also deliver postcards with this images in mailboxes.
- After viewing segment #3 with Mike Schouten, discuss the following with the class
 - What does being “pro-life” mean to you? Is there a difference between saying you’re pro-life and actually being pro-life?
 - What kinds of things change your mind when you are in a discussion with somebody else? Positive, enthusiastic, and passionate? Aggressive, judgemental, and passionate?

Task – Role Play

- Distribute *Handout 2 – Conversation Tips* to students. Their task is to create a role play where they speak with somebody about abortion to try and change their mind.
- Additional resources are at:
 - <https://www.endthekilling.ca/training/classroom/dialogue>
 - <https://www.endthekilling.ca/training/classroom/assumptions>
- The conversation can take place in a home, at a public display, in response to a window decal, a bumper sticker, a lawn sign, or simply a question. Students can also determine their own setting.
- Students need to perform this role play for classmates. This provides students with a beginning comfort level in speaking to others about abortion.

Task – Presentation

- Distribute *Handout 3 – Pro-life organization profile*.
- Students are required to choose a pro-life organization in Canada and complete an organization profile on their chosen organization. The specifics of this assignment are clearly described in *Handout 3*.
- Provide students with notes or a printout of the *Teacher Overview* so they now the difference between the political, prophetic, and pastoral approaches to the prolife movement.
- Consider creating a bulletin board sized Venn diagram that summarizes the position of all the prolife organizations that are profiled in this project.

Extension

- Come up with an activity as a class, or a leadership group that does some justice for the many who are in a crisis pregnancy. Raise money and a supply drive to provide material for the local crisis pregnancy centre. Circulate a petition that raises awareness about sex-selective abortions.

LifeTour Notes

Video #1 – Andre Schutten

1) What four characteristics define a pre-born child?

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2) What is the law of bio-genesis, and how does that relate to the humanity of the pre-born child?

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3) How does the unique DNA of the pre-born child affect the common pro-choice argument, "It's a woman's body, so it's her choice what to do with it"?

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4) If a pre-born child is less valuable or worthy of being protected based on their age, size, or location, who else could this apply to?

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Video #2 – Maaike Rosendal

- 5) What are a few practical ways that the speaker suggests for you to have an impact on the abortion discussion in your everyday life?

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- 6) Explain what the statement, “Not to speak is to speak; not to act is to act” in the context of abortion discussion. Consider Matthew 10:32-33.

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- 7) What is the relationship between law (policy) and culture (opinion) according to the speaker?

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Video #3 – Mike Schouten

- 8) What are the pros and cons of adopting an incremental approach to changing Canada’s laws on abortion?

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- 9) What are three laws that we can realistically see passed in Canada within the next decade?

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LifeTour Notes

Video #1 – Andre Schutten

- 1) What four characteristics define a pre-born child?

Complete, Unique, Living, Human

- 2) What is the law of bio-genesis, and how does that relate to the humanity of the pre-born child?

The Law of Bio-genesis states that living things reproduce after their own kind. For example, humans can only give birth to humans.

- 3) How does the unique DNA of the pre-born child affect the common pro-choice argument, “It’s a woman’s body, so it’s her choice what to do with it”?

Unique DNA means it is a different body than the mother so her choice is about someone else’s body, not her own.

- 4) If a pre-born child is less valuable or worthy of being protected based on their age, size, or location, who else could this apply to?

This could open up discrimination based on each of these characteristics.

Video #2 – Maaike Rosendal

- 5) What are a few practical ways that the speaker suggests for you to have an impact on the abortion discussion in your everyday life?

Leave cards in public places, talk to people, engage with culture, choice chains, take a crash course from CCBR, offer support, time and resources.

- 6) Explain what the statement, “Not to speak is to speak; not to act is to act” in the context of abortion discussion. Consider Matthew 10:32-33.

Clearly to not be motivated to action means its not important enough to move you. That is a loud statement that your comfort is more important than the pre-born.

- 7) What is the relationship between law (policy) and culture (opinion) according to the speaker?

Public opinion will result in pressure to change public policy.

Video #3 – Mike Schouten

- 8) What are the pros and cons of adopting an incremental approach to changing Canada’s laws on abortion?

Pros: allows you to save a few in your efforts to eventually save all. Moving the ‘barrier’ of protection closer to conception at least.

Cons: some don’t support you because you’re not going ‘all out’. Should focus efforts on doing the right thing, not half-measures.

- 9) What are three laws that we can realistically see passed in Canada within the next decade?

End late-term abortions.

End sex-selective abortions.

Preborn victims of crime law.

The 5-Minute Pro-Lifer

Making the Case for Life...Like It's Never Been Heard Before

Issue #1 - How to Defend Your Pro-Life Views in 5 Minutes or Less

By Scott Klusendorf [Life Training Institute: www.prolifetraining.com] Permission granted from Life Training Institute to include with this lesson plan.

Suppose that you have just five minutes to graciously defend your pro-life beliefs with friends or classmates. Can you do it with rational arguments? What should you say? And how can you simplify the abortion issue for those who think it's hopelessly complex?

Here's how to succeed in three easy steps:

1) Clarify the issue. Pro-life advocates contend that elective abortion unjustly takes the life of a defenseless human being. This simplifies the abortion controversy by focusing public attention on just one question: Is the unborn a member of the human family? If so, killing him or her to benefit others is a serious moral wrong. It treats the distinct human being, with his or her own inherent moral worth, as nothing more than a disposable instrument. Conversely, if the unborn are not human, killing them for any reason requires no more justification than having a tooth pulled.

In other words, arguments based on "choice" or "privacy" miss the point entirely. Would anyone that you know support a mother killing her toddler in the name of "choice and who decides?" Clearly, if the unborn are human, like toddlers, we shouldn't kill them in the name of choice any more than we would a toddler. Again, this debate is about just one question: What is the unborn?

At this point, some may object that your comparisons are not fair—that killing a fetus is morally different than killing a toddler. Ah, but that's the issue, isn't it? Are the unborn, like toddlers, members of the human family? That is the one issue that matters.

Remind your critics that you are vigorously "pro-choice" when it comes to women choosing a number of moral goods. You support a woman's right to choose her own doctor, to choose her own husband, to choose her own job, and to choose her own religion, to name a few. These are among the many choices that you fully support for women. But some choices are wrong, like killing innocent human beings simply because they are in the way and cannot defend themselves.¹ No, we shouldn't be allowed to choose that.

2) Defend your pro-life position with science and philosophy. Scientifically, we know that from the earliest stages of development, the unborn are distinct, living, and whole human beings. Leading embryology books confirm this.² Prior to his abortion advocacy, former Planned Parenthood President Dr. Alan Guttmacher was perplexed that anyone, much less a medical doctor, would question this. "This all seems so simple and evident that it is difficult to picture a time when it wasn't part of the common knowledge," he wrote in his book *Life in the Making*.³

Philosophically, we can say that embryos are less developed than newborns (or, for that matter, toddlers) but this difference is *not* morally significant in the way abortion advocates need it to be.

Consider the claim that the immediate capacity for self-awareness bestows value on human beings. Notice that this is not an argument, but an arbitrary assertion. Why is some development needed? And why is this particular degree of development (i.e., higher brain function) decisive rather than another? These are questions that abortion advocates do not adequately address.

Handout 2 - Abortion

Put simply, there is no morally significant difference between the embryo you once were and the adult you are today. Differences of size, level of development, environment, and degree of dependency are not relevant such that we can say that you had no rights as an embryo but you do have rights today. Think of the acronym **SLED** as a helpful reminder of these non-essential differences:⁴

Size: True, embryos are smaller than newborns and adults, but why is that relevant? Do we really want to say that large people are more human than small ones? Men are generally larger than women, but that doesn't mean that they deserve more rights. Size doesn't equal value.

Level of development: True, embryos and fetuses are less developed than you and I. But again, why is this relevant? Four year-old girls are less developed than 14 year-old ones. Should older children have more rights than their younger siblings? Some people say that self-awareness makes one human. But if that is true, newborns do not qualify as valuable human beings. Six-week old infants lack the immediate capacity for performing human mental functions, as do the reversibly comatose, the sleeping, and those with Alzheimer's disease.

Environment: Where you are has no bearing on *who* you are. Does your value change when you cross the street or roll over in bed? If not, how can a journey of eight inches down the birth-canal suddenly change the essential nature of the unborn from non-human to human? If the unborn are not already human, merely changing their location can't make them valuable.

Degree of Dependency: If viability makes us human, then all those who depend on insulin or kidney medication are not valuable and we may kill them. Conjoined twins who share blood type and bodily systems also have no right to life.

In short, it's far more reasonable to argue that although humans differ immensely with respect to talents, accomplishments, and degrees of development, they are nonetheless equal because they share a common human nature.

3) Challenge your listeners to be intellectually honest. Ask the tough questions. When critics say that birth makes the unborn human, ask, "How does a mere change of location from inside the womb to outside the womb change the essential nature of the unborn?" If they say that brain development or higher consciousness makes us human, ask if they would agree with Joseph Fletcher that those with an IQ below 20 or perhaps 40 should be declared non-persons? If not, why not? True, some people will ignore the scientific and philosophic case you present for the pro-life view and argue for abortion based on self-interest. That is the lazy way out. Remind your critics that if we care about truth, we will courageously follow the facts wherever they lead, no matter what the cost to our own self-interests.

[1] Gregory Koukl, *Precious Unborn Human Persons* (Lomita: STR Press, 1999) p. 11.

2 See T.W. Sadler, *Langman's Embryology*, 5th ed. (Philadelphia: W.B. Saunders, 1993) p. 3; Keith L. Moore, *The Developing Human: Clinically Oriented Embryology* (Toronto: B.C. Decker, 1988) p. 2; O'Rahilly, Ronand and Muller, Pabiola, *Human Embryology and Teratology*, 2nd ed. (New York: Wiley-Liss, 1996) pp. 8, 29.

3 A. Guttmacher, *Life in the Making: The Story of Human Procreation* (New York: Viking Press, 1933) p. 3.

4 Stephen Schwarz, *The Moral Question of Abortion* (Chicago: Loyola University Press, 1990) p. 18.

Task: Prolife Organization Profile

Your task is to choose a prolife organization and to provide a short presentation to your classmates.

In order for you to do this assignment effectively, part (A) can likely be done with some Internet research or primary and secondary source reading. Part (B) requires a telephone conversation with someone at the organization, or at minimum an interview conducted by email.

- A. Provide an essential summary of the organization including
 - a. The organization's name and how it approaches its work: Pastoral approach, Prophetic approach, Political approach.
 - b. The organization's mission and vision with some clarifying discussion.
 - c. A brief summary and a few examples of various issues that this organization is willing to engage with.
 - d. Provide examples and a summary of current efforts of this organization.
- B. Provide an analytical review of the organization's efforts including
 - a. A list of the organizational successes in the past including reasons why they successful. Consider including:
 - i. Clearly stating the issues and efforts. Who were the different stakeholder groups involved? What were the competing interests?
 - ii. Were there any other solutions attempted to solve the issue previously? If so, what were the outcomes of these attempted solutions? Did any of them help to partially address the issue?
 - b. Choose an effort by this organization that you think of as being their most significant. Significance will be judged based on the following criteria:
 - i. Notice: was the effort noticed as being important at the time? If so, by whom?
 - ii. Breadth: how widely was Canadian society affected at the time? Men, women, children? Provinces or country-wide? All income levels? All job profiles?
 - iii. Depth: how deeply did it affect the different groups it impacted? Was it multi-generational? Did it impact economic life, political life, communities, national life?
 - iv. Length: how long-lasting were the effects of this effort? Was it for a week? A month? Years? A generation?
 - v. Look back: how is the effort remembered today?
- C. Present this information to the class