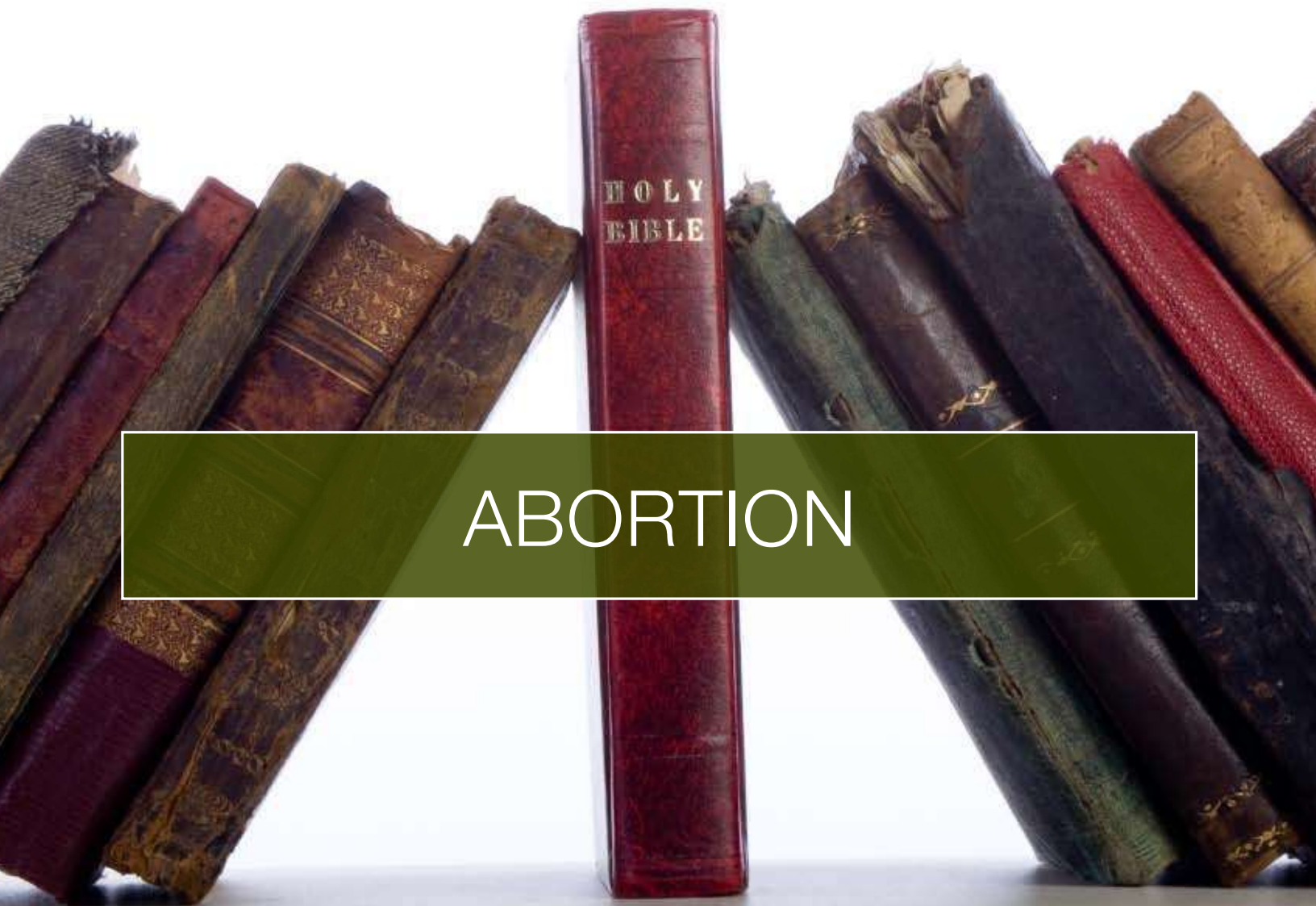


PARENT / TEACHER LESSON PLANS



# 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 Maaïke 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?

.....

.....

.....

.....

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

.....

.....

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”?

.....

.....

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?

.....

.....

.....

.....

## Video #2 – Maaïke 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?

.....

.....

.....

- 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.

.....

.....

.....

.....

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

.....

.....

## Video #3 – Mike Schouten

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

.....

.....

.....

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

.....

.....

.....