

PARENT / TEACHER LESSON PLANS

FOR  
**HIGH  
SCHOOL**  
STUDENTS

HOLY  
BIBLE

# ABORTION



### 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.

## Essential Question

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

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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*.
- Distribute *Handout 1 - lifeTOUR* to students.
- After viewing segment #1 with André 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 1 Corinthians 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 these 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

- 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.

## 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 – André Schutten

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

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2) What is the law of biogenesis, 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 – 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?

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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 – André Schutten

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

Complete, Unique, Living, Human

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

The law of biogenesis 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 it’s 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.

Pre-born victims of crime law.



# Tips for being in a discussion about abortion.

Review what you have learned in the lifeTOUR videos.

Also consider the acronym SLED to help you get your conversation partner to the point where they are willing to acknowledge that a pre-born is fully human and therefore deserving of human rights.

**Size** - The pre-born are smaller than newborns, but when has size had anything to do with the rights people have? Toddlers are also smaller than teenagers.

**Level of Development** - The pre-born are less developed than newborns, but this too is morally irrelevant. A newborn for that matter is less developed than a toddler. A child is less developed than an adult. And so on. Those with handicaps are less developed than those that are completely able. Level of ability or consciousness doesn't make them any less a human.

**Environment** - True, the pre-born are located in a different place, but how does a change in location suddenly change a non-human entity into a human one? Clearly, *where* one is has no bearing on *who* one is.

**Degree of Dependency** - If viability is what makes one human, then all those dependent on kidney machines, heart pace-makers and insulin would also be non-persons. There is no ethical difference between a pre-born child who is dependent upon its mother and a patient who is dependent on a machine.

These are the four ways a pre-born is different than a born and none of these differences are good reasons for saying it is not fully human.

*The SLED acronym and its explanations are adapted from Scott Klusendorf: Pro-Life 101: A Step-by-Step Guide to Making Your Case Persuasively.*