

**Title:** Pro-Life 101: How to Make Your Case Against Abortion

**Lesson Number:** 9

**Overall Theme:** Life is Precious

**Sub-Theme:** Pro-Life verses Pro-Choice Issues

**Grades:** 7-12

**Subject:** CALM/ Religion / Health/ L.A. / Social

**Time:** 4 hours (3-4 lessons)

**Catholic General Learner Outcome:** Grades 10-12

Catholic perspective: Conscience Formation

- P13 *investigate how science, technology and media affect wellness*
  - Key Concept: Well-Informed Conscience
  - Question: Can I explain both sides of an issue and choose that which is more life-giving?



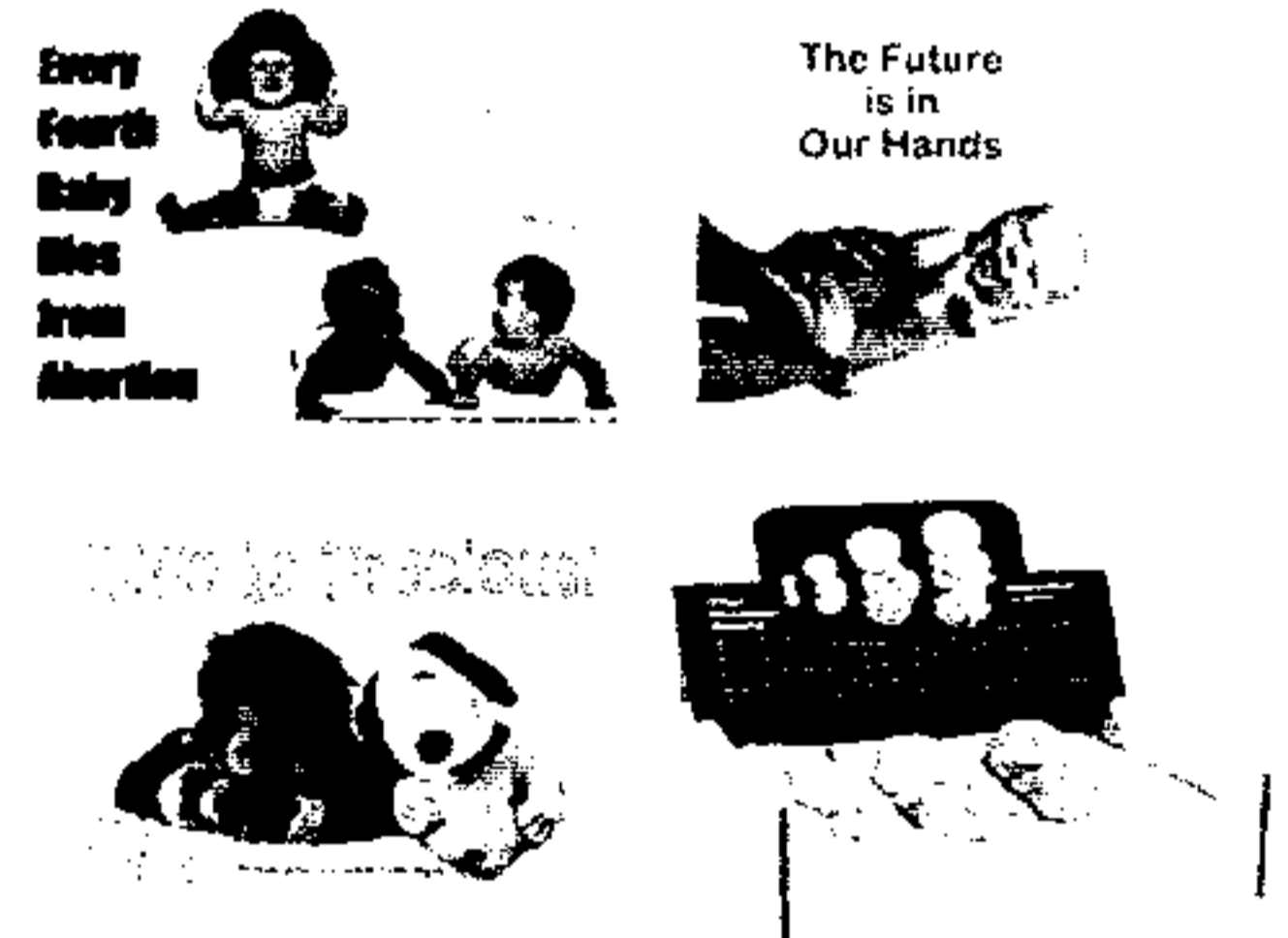
**General Lesson Objective:**

- To teach that abortion is the killing of a human life
- Students will explore why a human life must be respected and protected from the moment of conception.
- To learn how to defend your Pro-Life belief

**Materials:**

Provided:

- Fetal Models for display
- Posters- *Life is Precious /The future is in our hands / Every fourth baby dies from Abortion*
- Bible
- Book -*Pro-Life 101*



Not provided:

- Optional- Overhead Projector
- Computer time to research sites.
- Photocopies of student hand-outs:
  1. *You shall not Murder/ Choosing Life/ Role-Play on Abortion* found in the Health and Life Skills Alberta Catholic School: Human Sexuality Outcomes Grade 4-9 binder.
  2. *Pro-Life 101: Chapter 1-3 Outline for Students*
  3. *Role -Play #1* (Pro-Life 101, pages 2-3)
  4. *Role-Play #2* (Pro-Life 101, pages 18-19)
  5. *Know Your Stuff* (Pro-Life 101, page 48)
  6. *Questions to Make Them Think* (Pro-Life 101, pages 51-62)
  7. *The Factual Answers to Common Objections.* (Pro-Life 101, pages 51-62)

**Anticipatory Set/ Motivation:**

- Display posters and tell the students to start talking about the posters to their peers.

### Procedure:

1. Check to see that all students have their permission form signed in order to participate in the lesson.
2. Explain to the students that they need to take special care of the material because they will be used again for other classes.
3. Pray for the lesson.
4. Read the scripture: Is. 49:1/ I Peter 3:8/ and have the class share their thoughts.
5. Talk about God's commandment, "To love your neighbor as yourself."
6. Complete the following handouts found in the "Health and Life Skills Alberta Catholic School: Human Sexuality Outcomes Grade 4-9":
  - You Shall Not Murder
  - Choosing Life
  - Role Play on Abortion
7. Handout to the students the *Pro-Life 101: Chapter 1-3 Outline for Students* for note taking.
8. Start reading through the book, "Pro-Life 101" by beginning with **Chapter 1: Making Sense of the Moral Chaos**. You may want to put these pages on overhead transparencies. Select two volunteers to role-play #1 page 2-3. Then have the class get into groups of 2 and role play the same conversation.
9. **Read Chapter 2: Making Your Case: A Pro-Life Presentation to a Secular Group to the class**. You may want to put these pages on overhead transparencies. Select two volunteers to role-play #2 page 18-19. Then have the class get into groups of 2 and role play the same conversation.
10. **Read Chapter 3: Helping a Friend through a Crisis Pregnancy to the class**. You may want to put these pages on overhead transparencies.
11. Go through page 48 with the students answering the questions together as a class using the Know Your Stuff handout.
12. Put page 49-50 on the overhead. Have the students choose one of the 10 Questions to Make Them Think and role play. Have one person be the pro-lifer and the other person the pro-abortionist. The students will have to argue the pro-choice view but then they will be better equipped knowing both sides.
13. Role-play, The Factual Answers to Common Objections with the class. This time the class will be arguing the pro-life view. Pages 51-62.
14. Present to the class.
15. Discuss with the class their questions.
16. Leave time for students to write any questions for the Question Box
17. Answer Questions from the Question Box

### Closure:

- Allow time for the class to visit the following sites listed on page 63-64.

### Assessments:

- Observation
- Note-taking
- Handouts
- Role-plays

Student Handout

You Shall Not Murder

What do you think this commandment means?

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A question of your own

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Is this commandment important today? Why? Why not?

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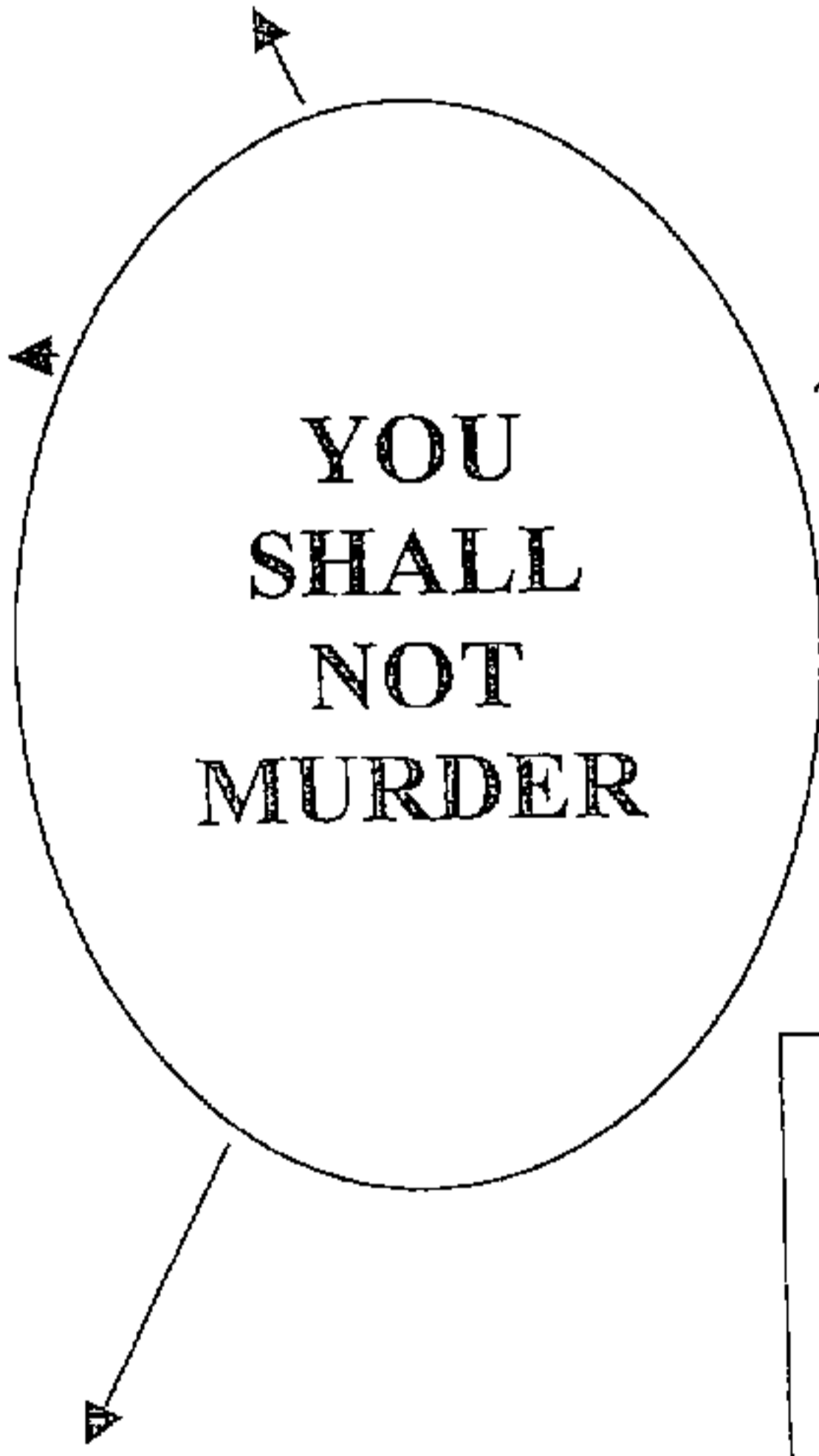
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Has this commandment influenced the way you live? Explain

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How does this commandment challenge our society?

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## CHOOSING LIFE

*Every human life is good. Because we come from God and return to God we are filled with dignity. We share in God's breath of life from the beginning of conception. Because God is the only Lord of this life, we cannot do with it as we will. Human life is in the hands of God.*

Yes, life is always good. Does my attitude reflect God's goodness too?

### On God's Commandment: "You Shall Not Murder"      Evangelium Vitae

1. Human life is sacred because from its beginning it involves the creative action of God, and it remains forever in a special relationship with the Creator.
  2. The commandment can be summed up in this phrase: "You shall love your neighbour as yourself."
  3. In giving life to us, God demands that we love, respect and promote life. The gift thus becomes a commandment, and the commandment is itself a gift.
  4. This should not cause surprise: to kill a human being, in whom the image of God is present, is a particularly serious sin. Only God is the author of life!
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- After having read the quotes above, underline the phrases that you find especially helpful.
  - Share your insights with your small group.

## Role Play - On Abortion

- Read the description on your own.

Sarah is 15 and pregnant. She is living with her parents and is looking forward to going to university. Her parents have always supported her plans for ongoing education and are proud of her good marks.

The father of the child has left the scene after hearing about Sarah's pregnancy. He is leaving it up to Sarah to decide whether or not to have the child.

Sarah is looking at her options. Sarah's close friend Jessica, was adopted when she was a baby. Jessica is very happy and loved by her adoptive parents.

- As a group, talk about the situation. Develop a role play based on the scenario. Assign students to the different roles: Sarah, Sarah's mother, Sarah's father, Sarah's ex-boyfriend (father of the child), Sarah's best friend, a priest, God.
- Each group is to develop a role play which responds to the following:
  - What would Sarah say?
  - What would Sarah's parents say to Sarah?
  - What would Sarah's ex-boyfriend say to Sarah?
  - What would Sarah's best friend, who is adopted, say to Sarah?
  - What would Sarah's parish priest say to Sarah?
  - What would God say to Sarah?
- Present your role play to the other participants. (about 5 minutes)

Personal reflection: What have you learned concerning God's call to protect life?

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## **Pro-Life 101: Chapter 1-3 Outline**

### **Chapter 1: Making Sense of the Moral Chaos**

#### I. What are the Issues?

1.

2.

3.

#### II. Why is There Only One Issue to Resolve?

#### III. What Are the Steps to Persuasively Making My Case?

1.

2.

3.

### **Chapter 2: Making Your Case: A Pro-Life Presentation to a Secular Group**

#### I. Introduction/ Attention Grabber

#### II. Topic and Goodwill Statements

#### III. Significance

1.

2.

3.

4.

5.

IV. Thesis Statement:

The Pro-Life Position is Philosophically sound.

1.

2.

3.

4.

V. Five Bad Ways to Argue About Abortion

1.

2.

3.

4.

5.

**Chapter 3: Helping a Friend through a Crisis Pregnancy**

I. Five Things to Remember about a Friend in Crisis:

1.

2.

3.

4.

5.

**Question Box**  
**Theme: Life is Precious**  
**Sub-Theme: Pro-Life verses Pro-Choice Issues**

Lesson Title: \_\_\_\_\_

What have you **learned** or **found interesting** about this lesson?

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What **question(s)** do you have about this lesson / topic?

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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