



For Students; By Students

**A Guide on Spreading the Pro-life Message in
Your School**

Because if you won't, who will?

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Alive Halton

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In the Beginning...

So you have decided to try to engage your fellow students in the abortion debate with an event or two or you have even resolved to start up a pro-life club from scratch... Great! The next question you must ask yourself is: "How can I reach as many people as possible or have the most successful event possible?" This guide is intended to help you answer that question as you undertake this momentous task. It will give you tips and suggestions but don't be afraid to come up with your own ideas. You can take as much or as little as you'd like from this guide. Don't forget to give your club a great name!

Grow.

1. Get a staff member on board.

If you have a supportive chaplain, approach them. If that doesn't work out speak to teachers, especially religion teachers. If you're unsure about whether they are pro-life or pro-choice or whether they want to take on this responsibility or not, ask anyways! After all, you won't know unless you ask.

2. Get club members.

Of course, a club also needs members. Drag your friends into this and advertise around the school to recruit new members. If your school runs a club week of some sort, set up a booth and start signing people up! Bring up the issue in class and see how people respond. Invite everybody and anybody to your pro-life club and be as welcoming as possible to students of all social circles and ages. Remember that the best pro-life outreach happens person-to-person. The growth of your club cannot be an impersonal endeavour. It is indeed a very tiring pursuit but it is worth it!

Pro-tip: T-shirts are a great way to promote unity and spread awareness.

Look for some cheap deals online (Try Entripy.com). Either design the shirt yourself or put it out there to your members. You could even have a competition.

It's not difficult! Graphics, slogans or quotations can accompany the name of your club and school.

3. Set up a meeting day and time.

A club must meet occasionally too! If meeting dates and times have not already been established try to see which days work best for everybody. Some clubs meet before school, during lunch or after school. It's a good idea to speak to your staff supervisor about what their schedule can accommodate as well. Think about bringing snacks to your meetings as food is a great incentive to ensure the presence of your members! Also, encourage members to bring other friends along.

A speech bubble containing the word "Food!".

Food!

4. Create a sense of community.

Perhaps set up a Facebook page or an email list for your group to encourage discussion (especially of current events). At your meetings, allot time for team-building or getting-to-know-you activities.

Involve members in decisions. Brainstorm ideas together. If your club is fresh and still emerging (or if it is in need of a renewal), accept suggestions for a name and vote on one together.

5. Build Leadership

The last thing you want is for your club to fall apart because you aren't there or have graduated. Make sure to get members in every grade. Identify who has some leadership skills and give them different responsibilities (even if they are small). Make sure that by the time you hit grade 12 there are others to take on more of the leadership (since you may be pretty busy!) and prepare someone to take your place when you graduate.

6. Host events.

It's very important to coordinate pro-life events throughout the year. You'll want to expand your reach beyond the members of your club to the school body as a whole. You want to get the message out to those who are sitting on the fence or who are pro-choice. The whole school should know what it means to be pro-life. You can organize a number of activities during Life Week (usually April or May) and throughout the year.

Always have an email sign-up sheet or request that interested individuals join your Facebook page. Never forgo an opportunity to recruit new members!

There are many pro-life events happening outside your school too. Connect with other pro-life clubs (especially ones in your school board) to see what they're doing and to attend various field trips together. Invite your members to attend community events such as the 40 Days for Life prayer vigil, Life Chain, March for Life and Halton Alive's Walk for Life

What Sorts of Events Can You Run?

Pro-Life Day of Silent Solidarity

The Pro-Life Day of Silent Solidarity occurs annually in October. In 2014, it is on October 21st. Participants give up their voices for a day as an act of solidarity for the voiceless in the womb. They wear red arm bands or duct tape and carry flyers explaining why they are silent (but some, with discretion, do break this silence rule to have a discussion about abortion). Although it is mainly an American initiative, Canadian schools can participate by registering here: <http://www.silentday.org/>. This site also has further instructions and has flyers that can be printed off.

Jellybean Contest

Fill a jar with jellybeans and have participants guess how many are in the jar. The pro-life undertone is added by having the number of jellybeans represent 'x' number of abortions that happen in a specific place over a specific time period. For example, in Halton there are approximately 1400 abortions every year. If you fill a jar with 140 jellybeans, you can inform participants that for each jellybean in the jar ten babies are aborted each year in the Halton region.

Interactive Matching Activities

Participants can match milestones of fetal development with gestational age or can be tasked with ordering pictures along a timeline. Participants could also match different pro-life quotations with the public figures who said them. Making this matching activity as tactile as possible- with pins, string or a giant board- can encourage a greater number of students. See page 9 for facts on fetal development or page 10 for quotations on abortion.

What Would You Do? Scenario Activity

Many famous celebrities were conceived in less than ideal circumstances. You can describe these circumstances, ask the listener what they would do in that situation, and then reveal that the unborn baby in question was actually Justin Bieber or Steve Jobs or someone of similar status. An alternative to reading these scenarios aloud is having flip cards with the scenario on the front and the revelation on the inside available at a booth. See pages 11 and 12 for sample scenarios.

Baby Shower

If your school has a parenting class, consider approaching the teacher to see if his or her class would be interested in helping out. Invite local pregnant women or mothers of newborns (perhaps from a place such as Shifra Home for women facing a crisis pregnancy) and ask students and staff to donate money, diapers, baby clothes or baby food. Have students showcase their talents for the event and have refreshments available. You can play baby shower activities such as Pin-the-baby-in-the-basket or make a game out of guessing the flavours of different baby foods or trying to match baby pictures of teachers with their present-day photos. Events such as these portray pregnancy in a positive light.

Pro-tip: Don't be afraid to call upon the help of your staff supervisor. If you don't think the teachers you approach for aid in events will take you seriously, ask your supervisor to send out an email to their coworkers asking for their participation.

Debate

See if you can get the debate club involved in this or approach a politics or law class. The more people you can get involved and the more hype you can build up, the better! If you can find some pro-choice students or teachers or at least some people who don't have direct ties to your club to represent the pro-choice position, the debate can seem more legitimate. Try to get as large an audience as possible- invite classes to watch or find a well-trafficked area to hold the debate. Decide upon a format in advance and consider recruiting someone unbiased to act as moderator. (And be sure to prepare! If you're not confident in all the pro-life arguments, refresh your knowledge. The last thing you want is to get caught up in confusing rhetoric or accusations.)

Sidewalk Chalking

Your school might prohibit the use of sidewalk chalk on their grounds so check with administration. If it is not allowed, you can always chalk the public sidewalks closest to your school. (Be sure to confirm that the stretch of sidewalk you intend on using is indeed public though!) Once you know the boundaries, just take a box of chalk out there and have your team begin to write pro-life messages. Include positive messages about life and pregnancy to start changing the culture and stigma around teen pregnancy!

Trivia or Believe It or Not! Game

Set up a screen in a classroom or a theatre and host an abortion-themed Jeopardy or Family Feud contest or go with the typical pen-and-paper pop quiz. See pages 13 and 14 for some potential questions to include. Alternatively, you can combine a bunch of true facts about abortion with false statements and then ask the audience to indicate whether they believe each fact to be true or false. For every correct answer they could receive a point and for every incorrect answer they could lose a point. Whoever has the highest score in the end would be the winner!

Survey

A survey can not only be a good tool to get an accurate take on the opinions of your classmates on the abortion issue, but it can also be used to judge the effectiveness of an event and to see how the event can be improved. You can hand out surveys to all first period classes or just to participants in an event. This can be an opportunity to collaborate with a data management class. See the sample survey on page 15.

Movie

During lunch, after school or potentially even during class time, you can show a movie like Bella or October Baby or maybe a documentary about abortion, such as Blood Money, 180, It's a Girl or The Biology of Prenatal Development (by Natural Geographic). You can borrow any of these movies from the Halton Alive resource library. You can also look at the other end of the spectrum and show a documentary on euthanasia such as Turning the Tide. Depending on the movie you select, you can appeal to different classes- religion, science, politics, law, business, history, geography or social sciences. If you can find a connection between the subject of the class and the subject of the film, teachers may be more inclined to bring their class in to watch it. This is another area in which your staff supervisor

can help. If you can have them or even the administration email the invitation out to all teachers, you could have a big response.

Speaker, Presentation and/or Booth

Many of the prominent pro-life speakers cost a lot of money to hire and it would be difficult to swing for a high school club. However, there are cost-saving measures, such as splitting the costs with other schools or clubs in the area or approaching the administration at your school in hopes that they may fully fund the speaker or at least subsidize the cost. Alternatively, you can speak to local pro-life leaders in the area about having them come in to make a presentation or set up a booth. Halton Alive is more than willing to do so! Also, members of your club can give a presentation too! Attached is a summary of the basic pro-life argument as detailed in Scott Klusendorf's and Gregory Koukl's Pro-Life 101 series. This information could be used in a PowerPoint, speech, debate, etc., and presented to the students in your school by your pro-life club. If your club is going to create your own booth, consider handing out pro-life bracelets, fetal models or pamphlets as Halton Alive does. Include facts and myths (See page 16) on abortion and fetal development (See page 9).



Halton Alive's Information Booth

Pro-tip: Try to run as many of your activities for free as possible. If students are uncomfortable with the abortion issue, as many are, they aren't likely to pay to do an activity associated with it.

An incentive to get them involved is to offer prizes! It's understandable if your club is short on cash but buying candy in bulk isn't too expensive. See if any of your club members can donate something or if you want to invest in a gift card or something similar, hold a raffle for it. For each event a student participates in, have them enter their name in a raffle for that gift card. You'll only have to give out one prize in the end but everyone will feel as if participation is worthwhile if it means they have a chance at winning something.

If you are trying to raise funds for your club try to appeal to everyone, maybe by selling food or a movie. Also, if you give students the opportunity to buy out of class, many will jump on it! But structure your event so students can't just buy a ticket, be signed out of class, and then skip! For example, you can collect tickets at the door and mark them on a list and only those students will be signed out.

Advertise! Advertise! Advertise!

Social Media

Take to Twitter! Fly to Facebook! If your school has a website, see if you can promote your club and/or event on there. These are also good hubs to get more ideas on pro-life activities you can run.

Posters

Go the old-fashioned route and stick up posters all around the school (but be sure to have a staff member sign off on it and know which surfaces you're allowed to post on!). Try to post strategically too. If your school has a certain number of stairwells then having a poster in each guarantees that any student walking from floor to floor will have to see it. Highly-trafficked areas are the best: washrooms, the office, cafeteria, the atrium or by school entrances. Also, where are students most likely to *read* your poster instead of just glance at it? Over top of the water fountain maybe? On a school bulletin board? Be sure to ask fellow club members for ideas. An interesting idea for posters is to have nothing on them except an enlarged QR (or Quick Response) code, that, when scanned with a smart phone, would lead the viewer to your Facebook page or website where more information on your club/event can be found. This can be effective as it is intriguing and viewers who would otherwise be put-off by anything to do with the abortion issue would be unknowingly directed straight to a page on the topic.

Announcements

Whether or not anyone actually listens to announcements is up for debate, but your job is to get the ear of as many people as possible. While details about your club or event are important, the most important thing is to catch the attention of students who have been tuning out many, many mundane announcements. Maybe preface your announcement with music or begin with something else unexpected. Be sure not to sound like you're reading from a script or acting out a dialogue even if you are doing so. You shouldn't be striving to make your announcement normal or like every other announcement. It should stand out!

Some schools may even allow you to briefly visit classrooms to promote your event or club. This may seem scary but if you go in pairs, you might feel less nervous. Also, students in that class will probably be glad for the interruption!

Because the abortion issue is such a taboo topic, you don't necessarily have to mark every poster or start every announcement with the label "Pro-life." Instead, try drawing your audience in. Catchy phrases could include: "Do you believe that human life should be protected?" or "Did you know that mothers can legally kill their children in Canada?"

Even if the moment a student sees or hears your advertisements they turn away, for that split-second they were confronted with the issue and forced to think about it. Even if you don't see the effect your advertisements are having, it doesn't mean they aren't effective!

What Can You Include in Your Advertisements?

- Debunk common abortion myths. See page 16 for some examples.
- Quote celebrities who have spoken out against abortion, euthanasia or other core life issues or who have some connection to the issue (eg. They are adopted, disabled or nearly aborted themselves, etc.). See page 10.
- Reference current events in the media.
- Share interesting facts such as ones on fetal development, abortion statistics or the status of abortion in Canada (eg. the lack of any restrictions on abortion in Canada, the provincial funding of it, etc.). See pages 9, 13 and 14.
- Divulge personal stories (eg. adoption stories, women who regret their abortion, women who were involved in the industry, etc.).

At the End...

Plot twist: There is no end to pro-life work! Not until abortion, euthanasia, assisted suicide, etc., have become obsolete across the world will we truly be able to say that our job is done. So once you've kick-started your pro-life club or run a Culture of Life Week, there is one question you should ask yourself: "What's next?"

Fetal Development Information

The unborn child has a heartbeat.	4 weeks
Brain waves can be detected.	6 weeks
The digestive system begins to function.	9-12 weeks
Vocal cords begin to form.	9-12 weeks
Fine hair develops on head.	13-16 weeks
The fetus is able to swallow amniotic fluid.	13-16 weeks
Eyebrows appear.	17-20 weeks
The fetus develops sleep and activity patterns.	17-20 weeks
The fetus can react to loud or sudden sounds.	21-24 weeks
The fetus has his or her own distinct fingerprints.	25-28 weeks

See more at: <http://abortionincanada.ca/facts/fetal-development/>

Sample Quotations

These can be used in Matching Activity in advertisements or on T-shirts.

"I was stunned when I saw on the ultrasound a tiny, living creature spinning around in my womb. Tap-dancing, I think. Waving its tiny arms around and trying to suck its thumb. I could have sworn I heard it laughing." ~Madonna

"I feel the greatest destroyer of peace today is abortion, because it is a war against the child... A direct killing of the innocent child, murder by the mother herself... And if we can accept that a mother can kill even her own child, how can we tell other people not to kill one another?" ~ Mother Teresa

"We cannot diminish the value of one category of human life — the unborn — without diminishing the value of all human life." ~Ronald Reagan

"I've noticed that everyone who is for abortion is already born." ~Ronald Reagan

"It seems to me as clear as daylight that abortion would be a crime." ~Mahatma Gandhi

"Only half the patients who go into an abortion clinic come out alive." ~Author Unknown

"It is a strange bit of reasoning - and a strange period in a nation's history - when its citizens earn the 'right' to kill their own children. How has mankind managed such a feat? And why does the abortion industry oppose adoption so strongly?" ~Author Unknown

"What an irony that a society confronted with plastic bags filled with the remains of aborted babies should be more concerned about the problem of recycling the plastic" ~Winifred Egan

""Either life is always and in all circumstances sacred, or intrinsically of no account; it is inconceivable that it should be in some cases the one, and in some the other." ~ Malcolm Muggeridge

What Would You Do? Activity: Sample Scenarios

Your husband has syphilis and you have tuberculosis and four children. The first one is blind, the second one died, the third one is deaf and mute, and the fourth one also has tuberculosis. You are now pregnant with your fifth child. What would you do? If you chose abortion... Congratulations....You've just killed Beethoven.

After being sexually abused multiple times and date raped when you were 15, you've become lost in a downward spiral. You've taken marijuana and LSD, have shoplifted, vandalized school property and have been suspended for starting a fire at school. At 16, you leave home, and support yourself through petty theft and drug dealing. You're lonely and depressed. At 17 you attempt suicide by throwing yourself in front of a truck. You get sent to a mental ward and there you embrace Christianity. However, 6 months later you find yourself pregnant and because you are underage and unwed those around you are encouraging you to have an abortion. What would you do? If you chose abortion... Congratulations... You've just killed Justin Bieber.

You're living in the Philippines with your husband. While pregnant with your fifth child, you suffered a life-threatening infection with a pathogenic amoeba. The drugs used to rouse you from a coma and to treat your dysentery may have caused your unborn baby to have experienced a severe placental abruption. Doctors expect a stillbirth and recommend abortion in the hopes that it may potentially save your life. What would you do? If you chose abortion... Congratulations... You've just killed Tim Tebow.

You're attending the University of Wisconsin when you find out that you're pregnant with the child of your political science professor. You are the same age but not married and your Catholic parents disprove of your relationship with this Syrian Muslim. You don't have the finances to raise a kid and you

want to continue your education. What would you do? If you chose abortion... Congratulations... You've just killed Steve Jobs.

You're only sixteen years old when you become pregnant with the child of a soldier nearly ten years your senior from overseas. The father will be shipped off to war before you give birth and won't be around to raise the child. What would you do? If you chose abortion... Congratulations... You've just killed Eric Clapton.

You're living in Mississippi and are a teenager who conceived after a single sexual encounter. You're very poor and work as a house maid. What would you do? If you chose abortion... Congratulations... You've just killed Oprah.

You're single and struggling with mental illness when you discover that you're pregnant. You don't even know whose name to put down on the birth certificate as being the father if you did chose to give birth. You've already had two children and don't have the funds for this one. Your personal life is a mess and you're separating from your second husband. What would you do? If you chose abortion... Congratulations... You've just killed Marilyn Monroe.

You're a dancer and show girl. At only 17 you are already making a name for yourself with the renowned Earl Carroll Dancers when your fantasies are interrupted with the discovery that you are pregnant. You are involved with a man who has not yet divorced his first wife yet. What would you do? If you chose abortion... Congratulations... You've just killed Jack Nicholson.

You're a waitress and high school student living in Louisiana and you have a relationship with a pitcher for the Jacksonville Suns living in the apartment above your own. You're a young woman and you're pregnant. What would you do? If you chose abortion... Congratulations... You've just killed Tim McGraw.

Do You Know the Facts on Abortion? SAMPLE QUIZ

1. In what year did the Supreme Court of Canada strike down Canada's abortion law?
 - a) 1969
 - b) 1973
 - c) **1988**
 - d) 2001
2. From 1970-2004 the reported number of abortions performed in Ontario was...
 - a) 189 700
 - b) **1 146 255**
 - c) 856 409
 - d) 96 800
3. In 2004 girls under 18 accounted for ____ of abortions in Canada.
 - a) 55.9%
 - b) 62.5%
 - c) 10%
 - d) **6.3%**
4. The approximate number of abortions that occur yearly worldwide is
 - a) 115 000 000
 - b) 1 370 000
 - c) 57 700 000
 - d) **42 000 000**
5. _____ pregnancies are ended by abortion in Canada.
 - a) **1 in 4**
 - b) 1 in 7
 - c) 1 in 10
 - d) 1 in 18
6. In Canada, to obtain an abortion the woman must have
 - a) the father's consent
 - b) parental consent (if the woman is under 18)
 - c) informed consent
 - d) **none of the above**
7. Of the following possibilities, the most common reason for obtaining an abortion is:
 - a) **woman is not prepared for the responsibility**
 - b) fetus has a possible health problem
 - c) pregnancy caused by rape/incest
 - d) woman's health is at risk
8. By the 12th week of gestation an embryo's _____ has/have formed.
 - a) heart
 - b) toes
 - c) ears
 - d) **all of the above**

Answers: 1. c), 2. b)., 3. d), 4. d), 5. a), 6. d), 7. a), 8. d)

See more general & American statistics about abortion here: <http://abortionno.org/abortion-facts/>

See more Canadian statistics about abortion here: <http://www.campaignlifecoalition.com/index.php?p=Abortion>

See more about abortion rates by province here: <http://abortionincanada.ca/stats/abortion-rates-by-province/>

See more about teenage abortion rates here: <http://abortionincanada.ca/stats/teenage-abortion-rate/>

See more about why women choose abortion here: <http://abortionincanada.ca/facts/why-women-choose-abortion/>

See more about fetal development here: <http://abortionincanada.ca/facts/fetal-development/>

Culture of Life Week: Survey

Gender: M F

Grade: 9 10 11 12

1. You consider yourself:

- a) Pro-life
- b) Pro-choice
- c) None of the above

2. Do you think that Canada should have some law on abortion?

- a) Yes
- b) No
- c) Don't know

3. At what point in development should the law protect human life?

- a) From conception on
- b) After three months of pregnancy
- c) After six months of pregnancy
- d) From the point of birth
- e) Don't Know

4. Why do you feel this way?

5. If your opinion on abortion has changed at all, what influenced this change?

6. Did you learn more about abortion because of this event?

- a) Yes
- b) No
- c) Don't know

7. Do you have any comments/suggestions regarding the event?

Common Abortion Myths Debunked

Myth: “Abortion is only allowed in the first trimester of pregnancy in Canada.”

Reply: Actually, in Canada, abortion is legal right up to the point of birth. Legally, women can get an abortion throughout all nine months of pregnancy for any reason or no reason whatsoever.

Myth: “The unborn child is just a part of the woman’s body.”

Reply: False! The unborn baby may have a different gender or blood type than the mother. He or she will develop a different brain and central nervous system and right from conception, the child has their own unique DNA. They have their own body- a body that is distinct from the mother’s!

Myth: “No one really knows when life begins.”

Reply: Scientists know exactly when life begins- at conception. It is at this point when the male sperm and female ovum unite to form a unique and distinct human being who demonstrates all the characteristics of life, such as growth and reaction to stimuli.

Myth: “It’s better to have an abortion than let an unwanted child come into this world.”

Reply: False! No child is unwanted! There are thousands of couples on waiting lists, hoping to adopt. Even if a mother cannot support her child at the moment, there are many families who can and are willing to. Even if there wasn’t though, is the solution to neglect and abuse to kill the unwanted child?

Myth: “Abortion is a positive thing that empowers women.”

Reply: Abortion not only kills a child but some of the women who go through with it experience physical complications and/or psychological effects and regret their abortions. Abortion actually disempowers women by teaching them that the only way they can get what they want in life is by sacrificing their children.

Myth: “Men have no place in the abortion debate.”

Reply: Every unborn child has a mother and a father. Males have a stake in this issue too. Interestingly, eight out of the nine justices of the Canadian Supreme Court who struck down Canada’s abortion law in 1988 were male. Abortion is a social justice issue that concerns all of us. Everyone can speak on it, regardless of their gender.

A Summary of the Pro-Life Argument

(as detailed in the Pro-Life 101 series by Scott Klusendorf and Gregory Koukl)

To be used in PowerPoints, speeches or individual conversations (Additional instructions in *italics*.)

To begin, introduce your group and purpose. Ask for the audience's attention and acknowledge the sensitive nature of this topic.

You may then want to define some basic terms for those unfamiliar with what abortion is.

Abortion is the intentional killing of an unborn baby in order to end a pregnancy prematurely. There is currently no law in Canada restricting abortion. A woman can get an abortion up to the moment of birth for any or no reason whatsoever. In fact, in Ontario abortion is publically funded.

Ask the audience what sort of justification for abortion they have heard before. Provide some examples yourself.

There are many justifications for abortion- everything from finances to privacy to overpopulation. The abortion issue can seem very complex at first but it can be reduced to one question: What is the unborn? The importance of this question can be illustrated in the following scenario.

Ask the audience to close their eyes and imagine themselves in this situation.

Your (hypothetical) son or daughter approaches you from behind. He/she asks you, "Can I kill this?" Before you can answer "yes" or "no," you must first ask him/her what it is. If it's a bug, sure, smash it! If it's a cat, then you'll need to sit down and have a talk about respecting animals. If it's their little brother or sister they have in their arms, then your response would be something along the lines of "Absolutely not!" So when it comes to the abortion debate, we must know what the unborn is before we can decide whether it's right or wrong to kill them. The morality of abortion depends entirely upon the answer to the question "What is the unborn?" for if the unborn is not a human being, no justification for abortion is necessary. If the unborn really is just a non-viable tissue mass, a part of a woman's body, or a "potential" human (or something else entirely), then have the abortion, no questions asked. However, if the unborn is a human being, no justification for abortion is adequate.

The pro-life argument, in a nutshell, is this:

It is wrong to intentionally kill innocent human beings.

Abortion intentionally kills innocent human beings.

Therefore abortion is wrong.

This argument can be written on a board or referenced repeatedly in a PowerPoint.

If the first two premises hold true the conclusion inevitably must be true as well. The premise that most people take issue with is the second one. Because people don't believe that abortion intentionally kills an innocent human being, we will prove them wrong. And this is where the question "What is the unborn?" comes in.

First, the unborn is alive.

We often hear the claim that nobody knows when life begins. If no one knows when life begins, is this evidence in favour of elective abortion or against it? Against it.

Ask a member of the audience this question:

If somebody wanted to demolish a building but admitted that they weren't sure if there was anyone inside it or not, would you tell him or her to go through with it?

(Hopefully they will say 'no.')

If we are in doubt about whether there is a human being present or not, we err on the side of caution. Regardless, there is no grounds for this uncertainty. We know that the unborn are, in fact, living. There is no period of non-life in the sequence of events from mating to birth. An unbroken continuum of life stretches from the beginning to the end. The sperm and egg, although not human individuals, are living and they unite to form a living zygote. Biological growth begins at the moment of conception and the unborn demonstrate that they are growing, metabolizing and reacting to stimuli. Lastly, abortion kills the unborn as doing so is the very purpose of abortion and you can't kill something that isn't alive in the first place.

Hold out an inanimate object like a pencil or your laptop and ask an audience member if growing. Ask them if it's alive. Then point to a (real) plant or a tree outside the window. Ask them if it is growing and alive. Assert that because the unborn child is growing in the womb, they are alive.

Secondly, the unborn are not part of the mother's body. Claiming that a woman has the right to do whatever she wants with her own body has two serious problems. It's not true. The law can restrict what we do with our bodies when our freedom harms another human being.

Wave your arms all around. Ask one of the audience members if you're allowed to do this. Ask the audience member if in the process of waving your arms around, you'd be allowed to hit him/her. When they say 'no' explain that this is because you cannot hurt another individual with your body.

And the unborn are not a part of the mother's body. They are separate individuals. They might have a different gender and blood type. They will develop a separate brain and central nervous system. Most importantly, they have different DNA.

Pluck a hair off your head and drop it into the palm of your hand. Ask the audience how the police could determine whose hair strand that was had they not seen it plucked from your head. The answer is that they would test the DNA.

An egg with 23 of the mother's chromosomes unites with a sperm with 23 of the father's chromosomes, creating an individual living thing at conception. The alleles of these chromosomes rearrange in a unique manner and some may even mutate. This is why siblings look differently despite having the same father and mother. DNA tells us everything- eye shape, size and colour; hair colour and texture; gender; skin colour; etc. If the DNA of the mother's hair or toenails or eyeballs was tested, it would all be the same. If the DNA of the unborn child was tested though, it would be clearly distinct.

The unborn are human beings.

Tell the audience to imagine that you had 10 zygotes in a row that all look the same to the naked eye. Ask them how they would know which one was human. If they appear to need help answering the question, you can mention that you just talked about it. Once again, DNA can tell us what the eye cannot.

As there is a section of DNA that separates one individual from the next, there is also a section of DNA that marks us all as human beings and the unborn, right from conception, possess this human signature. Also, if you wait for a zygote to develop, you will see it take on a more recognizable human form. A zygote cannot develop in any direction- they must develop in a way that is consistent with their internal structure or nature. This does not mean that the unborn child is becoming human but rather that they were human all along, and in fact, looked exactly how a human being was supposed to look at that stage in development.

In the 19th century, scientist Louis Pasteur developed the principle of biogenesis which states that all life comes from pre-existent life and that each being reproduces after its own kind.

Ask the audience how they could know which birds would hatch out of a nest of eggs using this principle. They could know by looking to the bird that laid those eggs.

If the parents of the living thing in the womb are human, then it is not possible for the unborn to be anything other than human.

We have now answered the question "What is the unborn?" and proved the second premise of our argument. Abortion kills innocent human beings as the unborn are living, separate, human individuals.

Because the second premise of our argument has proven true, pro-choicers must turn to the first premise of our argument- that killing innocent human beings is wrong- if they are to maintain that our conclusion that abortion is wrong is false. They will acknowledge that while abortion does kill innocent human beings it's only wrong to kill some human beings- human beings who meet certain conditions. They will say that while it's wrong to kill the born child, it's not wrong to kill the unborn child. A born child and an unborn child are undeniably different but those differences do not justify killing one over the other. Both are equally valuable. If we value the born child, we should also value the unborn child.

All the differences between a born child and an unborn child can fit into one of these four categories (easily remembered with the acronym SLED): Size/Appearance, Level of Development, Environment, Degree of Dependency.

Size- The unborn are noticeably smaller than the born but newborns are noticeably smaller than teenagers. The unborn look noticeably different than the born but newborns look noticeably different than teenagers.

Pick two members of the audience who are of different heights. Ask them to stand up and then ask the rest of the audience if the taller one is more valuable than the smaller one because he/she is larger? Ask the audience if it's okay to kill the smaller kid because he or she isn't as big as us.

Size and appearance are irrelevant when it comes to value. A human being has the right to life regardless of how big they are or how they look.

Level of Development- The unborn are also clearly less developed than us but once again, so too are newborns. They can't talk or run or play chess or remember poetry but do we forfeit our rights as human persons because we don't have the capabilities others have? Are the disabled less valuable than us because they can't do as much as us? If the unborn increase in value as they develop, do the born increase in value as they develop? Of course not! As human beings, we're all just in different stages of development and those stages are not and shouldn't be associated with our value.

Environment- A premature baby will have doctors working around the clock to save him/her but the very same baby, in the womb, can be legally killed. Is our worth as human beings contingent upon being in the right location though? Does changing locations change our right to life at all? Do you change at all if you shift in your chair or leave the room or even the country? No. Similarly, one's value does not change by sliding a few inches down a birth canal. Where you are has no bearing on who you are and the changing of locations is morally trivial.

Degree of Dependency- Lastly, dependency is irrelevant when it comes to human value. The unborn child might depend on their mother for all their needs but if a newborn was to be neglected or left alone, they would die, as they too are dependent on others.

Describe this scenario: A busload of kids depend on their bus driver to take them to school. The busdriver gets tired of driving the bus and decides he wants a morning break. Ask the audience if, because the kids are depending on him, the bus driver can just stop the bus in the middle of the highway and walk away? If not, stress that this is because the children's dependency on him does not make them less valuable but rather increases the responsibility the bus driver has for them.

Here's another example: If you are holding onto someone who is dangling off of a cliff, you don't have the right to purposely let go of them because they are 100% depending on you in that moment (provided that you are also not sliding off of the cliff as well). The fact that one depends on another does not make one less valuable.

The unborn should be valued as much as the born. The differences between them are not great enough to justify killing one over the other. None of these differences disqualify the unborn as valuable human beings. We have a right to life because we are human and our value is intrinsic. It is wrong to kill

innocent human beings even if they are smaller than us, less developed, in the womb, and more dependent.

Ask if anyone remembers what the pro-life argument is.

It's wrong to kill innocent human beings.

Abortion intentionally kills innocent human beings.

Therefore, abortion is wrong.

As both the first and the second premise have been proven correct, the conclusion- that abortion is wrong- must stand.

Furthermore, the fact that abortion is wrong is a moral claim- not a preference claim. Many will say, "I'm personally opposed to abortion but I wouldn't want to impose my view on others." Abortion is wrong because it kills innocent human beings. If one actually believes that, then one should be opposed to allowing women to kill their children if they want to. Abortion should not be tolerated and we have a duty to attempt to bring about its end.

Elie Wiesel, a holocaust survivor, said: "I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Thank the audience for their attention and if you so choose, open up the floor for questions or comments.