

# THE HUNTSVILLE RESPECT LIFE CURRICULUM PRE-KINDERGARTEN THROUGH TWELFTH GRADES

## Preface

This curriculum arises from the need to further educate our children about the wrongs of abortion. Since abortion was legalized in the United States with the decision of *Roe vs. Wade*, there have been many messages put forth in the media and society claiming that abortion is not only acceptable, but that it is also a woman's right. As some of the authors of this curriculum were attending Catholic schools for our elementary and secondary education during the 1970's and 80's, this issue was never discussed or taught in any formalized way. In fact, we cannot recall ever having received any lectures on abortion during those years. Many people have had similar experiences, and today there continues to be a lack of any formal pro-life education in many (if not most) schools. Our concern is that our children are therefore not equipped to deal with the ever-present onslaught of pro-abortion rhetoric. Unless this changes, any hope of ending "legalized" abortion seems bleak.

"Abortion and euthanasia are crimes, which no human law can claim to legitimize. There is no obligation in conscience to obey such laws; instead there is a grave and clear obligation to oppose them by conscientious objection. In the case of an intrinsically unjust law, such as a law permitting abortion or euthanasia, it is therefore never licit to obey it, or to 'take part in a propaganda campaign in favor of such a law, or vote for it'" Pope John Paul II (*The Gospel of Life*, No. 72).

Many groups lobby Congress to change the law. But in the last thirty years, this has been ineffective. In order to affect a change, we have to educate voters on the importance of this issue. When it comes to being pro-life or pro-abortion, the reality is that most adults have already made up their minds one way or the other. Any hope lies with educating future voters—our children. Christian schools are currently graduating voters and future government leaders whose record of defending life is virtually no better than the national average. If future generations remain uneducated, then change cannot occur. Children are our greatest resource and hope for a society in which abortion and the culture of death is no longer tolerated.

We are proposing that a pro-life curriculum, such as the one presented here, be instituted in already existing religion classes. It could be taught elsewhere, but this seems like a natural fit for the course. Our goal is to teach that life begins at conception, that all life is important regardless of the stage of development, and that abortion is wrong and against God's teaching. To that end, we have designed approximately ten lessons for each grade from pre-kindergarten through twelfth. These lesson plans could be utilized as is, or each school could modify them as they see fit. Modifications might include adjusting material that does not seem appropriate for a particular class or age group. However, the lessons should always remain in accord with Christian doctrine.

This program is not sex education or simply a once a year lecture. Instead, it is a curriculum that can teach our children about the sanctity of life over the course of many lessons throughout their elementary and high school education. We hope to change hearts, minds, and eventually the law.

"Train up a child in the way he should go. Even when he is old he will not depart from it"  
(*The Holy Bible, Revised Standard Version*, Proverbs 22:6).

It is our hope that all Christian schools adopt this program and that a national pro-life education curriculum be taught to all Christians. This could counter the pro-abortion rhetoric with a consistent and persistent pro-life message from a Christian perspective. The information presented here originates from Christian principals and Church teachings, and references for the material include the Bible and Church writings. Other various sources have been utilized to convey this Christian, pro-life message (such as videos). It is the hard work and dedication of everyone involved that made this curriculum possible.

## **Notes about using the curriculum:**

This main document directs the reader to accompanying files in the *PowerPoint Slides and Articles* folder when relevant.

Endnotes, when present, follow the last lesson of each grade. However, if there are one or more appendices or a resource list, then these items will lie between the last lesson and the beginning of the endnotes. Also, the numbers for the endnotes are in red font within the lesson plans so that the reader can easily identify them.

Each grade has its own bibliography, which follows the endnotes. If a grade does not have any endnotes, then the bibliography follows the last lesson (or appendix or resource list) of the grade.

Resource information is listed *within* each lesson plan, unless indicated otherwise in the table of contents. Also, if a resource item was not used in actually constructing a lesson plan, then it was not necessarily listed in the bibliography.

Some lessons may require a bit of preparation time and/or ordering of lesson materials. Teachers should therefore review and prepare for each lesson well in advance.

Please make certain that all copies of this curriculum are not modified in any way from the original, especially if the copies are made with the intention of distributing or disseminating them. This request is particularly important since much time and care was devoted to appropriately referencing the materials used to help create this document. A hard copy of this original has been retained by the authors.

When this document is used on a PC in its original PDF format the underlined Internet hyperlinks are active and if clicked will open that link in a new window.

**This Respect Life Curriculum is available at no charge at [www.KnightsForLife.org](http://www.KnightsForLife.org)**

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# ***Pre-Kindergarten and Kindergarten***

## **Lesson 1 – Genesis Story of Creation Pre-K and Kindergarten**

**Materials:** Age-appropriate Bible story of creation

**Time:** 30 minutes

**Concepts:** God created everything  
God created man—all people

**Bible Verses:** Genesis 1:26-31

**Prayer:** The Hail Mary

**Read story of creation, then class discusses following:**

1. What did God create? (List.)
2. Question where babies come from. Introduce idea that they're from God.
3. Have kids draw a picture of what their family looks like that God created.
4. Song: Sing "He's Got The Whole World In His Hands."



## **Lesson 2 – Where Do Babies Come From?**

### **Pre-K and Kindergarten**

**Materials:** Age-appropriate Bible  
Poster of expecting woman to remain posted in classroom year round (can order one from <http://www.victorywon.com/> )

**Time:** 20 minutes

**Concepts:** Babies come from God  
A mother's womb is where babies live until they are born  
God lets babies grow in their mothers' wombs

**Bible Verse:** Psalms 139:14

**Prayer:** The Hail Mary

#### **Discussion:**

1. God put you in your mother's womb.
2. What is the womb? Show picture of expectant mother.
3. Ask questions to assess understanding and address misconceptions about the womb.
4. Recap concepts.

#### **Activities:**

1. Draw mother's womb.
2. Ask children to draw and describe their room.
3. Equate the two ideas—a womb is a baby's room.

### **Lesson 3 – After God Created You Pre-K and Kindergarten**

This could be separated into two lessons.

**Materials:**     *Before You Were Born*, by Joan Lowery Nixon  
Age-appropriate Bible

**Time:**           30 minutes

**Concepts:**       Babies come from God  
Babies reside in mothers' womb  
They are developing and growing  
They can do many things in the womb

**Prayer:**          The Hail Mary

**Activities:**

1. Teacher reads the book to the children in one or two lessons.
2. Discuss what they read.

## **Lesson 4 – Why Do We Care for Babies? Pre-K and Kindergarten**

**Materials:** Fish  
Fishbowl filled with water  
Fish food

**Bible Verse:** Genesis 1:28

**Concepts:** Why do we have to care for living things?  
– Consequences of not doing so?  
We are God's babies  
Fishbowl like a womb

### **Activities & Discussions:**

1. Teacher says "I bought this fishbowl and I am giving it to the class like God gives babies to their parents."
2. Put the fish in the fishbowl.
3. Everyday, someone is to care for the fish, and they are to discuss this activity.
4. Would you be upset if someone didn't feed the fish when it was his turn? Would it upset you if someone harmed the fish?
5. Why do we need to care for a baby? If not, what will happen? (E.g., it will cry, get sick, die, etc.)
6. Would God be upset if you didn't care for His babies?
7. Read and discuss the meaning of the Bible verse.
8. At the end of a period of time, have a drawing, and one child can take home the fish. Alternately, the children can be rewarded for good behavior by being given additional chances for the drawing.

## **Lesson 5 – Is Size Important?**

### **Pre-K and Kindergarten**

**Materials:** Videotape or book of *Horton Hears A Who*, by Dr. Seuss  
Age-appropriate Bible

**Time:** 30 minutes

**Concept:** All life, even the tiniest, is important

**Bible Verses:** Luke 18:15-18

**Directions:**

1. Watch the video or read the book.
2. Discuss how all human beings are important, even the smallest. (E.g., babies)
3. Are short kids less important than tall ones? (Size doesn't matter.)
4. All of us are precious.

**Activity:**

1. Line up in order of height.
2. Have the tallest person give a command (e.g.: jump). They can choose the command. Everyone obeys the command.
3. Have the smallest person give a different command (e.g.: wave their hands). Everyone follows the command.
4. Explain: They are all different heights but can do the same thing. It doesn't matter what size you are. You can all come up with good ideas.

## **Lesson 6 – Baby in a Box**

### **Pre-K and Kindergarten**

**Materials:** Shoebox  
Colors  
Papers  
Scissors  
Age-appropriate Bible

**Time:** 20 minutes

**Concepts:** Idea of creation of man  
Object constancy  
Equate box and womb  
Reaffirm that babies are people even though you can't see them in the womb

**Bible Verse:** Acts 17:28

**Prayer:** The Hail Mary

#### **Activities & Discussions:**

1. Have children draw and color a picture of a baby.
2. Have them name their baby.
3. Have them stand up and show the class their baby and tell them the baby's name. Teacher asks the child if he/she likes the baby.
4. Next, the children walk to the front of the class and put their drawings in the shoebox.
5. The teacher asks, "Are the babies now different because they are in the box?" (Answer is "no"—discuss this.) Then ask, "Do you like them any differently now that they are in the box?"
6. The box is a special place for the baby like your mother's womb was a special place before you were born.
7. You created a picture of a baby just as God created you.
8. After everyone has put their box, ask, "Are the babies still in the box?" (Answer is "yes." Have them go and check.)
9. Just because you can't see them does not mean that they are not there.
10. God likes you as you like your baby.

## **Lesson 7 – John in the Womb**

### **Pre-K and Kindergarten**

**Material:** Bible

**Time:** 20 minutes

**Bible Verse:** Luke 1:44

**Prayer:** The Hail Mary

**Concepts:** Babies are alive and can experience things in the womb  
Babies feel emotions  
Have children personalize this message

#### **Activities & Discussion:**

1. Read the Bible passage: Luke 1:39-45.
2. Discuss: “What did the baby John have to be able to do.” (E.g.: had to be able to hear in order hear the news.)
3. Was John able to be happy? (Yes—babies can experience joy.)
4. What things bring you joy? (Have the children give examples.)
5. Question: “How would you feel if your dad brought a puppy home to you?”  
Equate this with John’s experience.
6. Question: “Has anyone’s mother told them what they did in their mother’s womb?”

## **Lesson 8 – Birthday Party for Baby Pre-K and Kindergarten**

**Materials:** Supplies to make presents for baby or 1 big present from the class; could bring present from home, supplies to have a birthday party (optional)  
Age-appropriate Bible

**Time:** 30 minutes

**Bible Verses:** Luke 2:6-7

**Concept:** Celebrate life/new life/baby. What happens at a birthday party? What happens at the first birthday party? Who is there? (Include God.)

**Directions:**

1. Have a birthday party.
2. Could possibly tie in with the next lesson.
3. Presents collected are donated to Catholic Charities or Choose Life.

## **Lesson 9 – Christmas Lecture Pre-K and Kindergarten**

**Materials:** Bible

**Time:** 30 minutes

**Bible Verses:** Luke 2:1-20  
Matthew 2:1-15

**Concepts:** Equate the birth of Jesus with that of all babies

**Directions:** Read the story of Jesus' birth and explain how it is similar to that of all babies.

Question as to what presents did Jesus get, and what presents do they get for Christmas.

Where was Jesus before He was born?



## Lesson 10 – Blessing the Children Pre-K and Kindergarten

**Materials:** Bible

**Time:** 15-20 minutes

**Concepts:** God blesses children  
Children are important  
Adults could believe and trust in Jesus like children  
Even adults can learn from children

### Activities & Discussions:

1. Read Bible passage: Mark 10:13-16
2. Ask questions:
  - a. Does Jesus think children are important?
  - b. What can adults learn from children? (Be specific about this passage—i.e., adults need to learn to trust in Jesus' word like a child does.)
  - c. Does God bless children?
3. Optional: Read Luke's version (Luke 18:15-17) because the word "infant" is used.
  - a. What are the differences between infants and children?
  - b. God loves them both the same.
4. Read Matthew 18:1-5.
  - What was Jesus saying in this passage? (Explanation: Children are used as an example because they are completely trusting and relying on their parents.)
  - Adults need to be this way with Jesus.
  - What are some ways you need your mom and dad?
  - Then relate this to our needing Jesus.

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# ***First Grade***

## **Lesson 1 – Genesis Story of Creation**

### **Grade 1**

**Material:** Age-appropriate Bible story of creation

**Time:** 30 minutes

**Concepts:** God created everything  
God created man—all people

**Bible Verses:** Genesis 1:26-31

**Prayer:** The Hail Mary

**Directions:**

Read story, then class discusses following:

1. What did God create? (List.)
2. Question where babies come from. Introduce idea that they're from God.
3. Have kids draw a picture of what their family looks like that God created.
4. Song: Sing "He's Got The Whole World In His Hands."

## **Lesson 2 – Where Do Babies Come From?**

### **Grade 1**

**Material:** Age-appropriate Bible  
Poster of a pregnant woman to remain posted in classroom year round (can order one from <http://www.victorywon.com/>)

**Time:** 20 minutes

**Concepts:** Babies come from God  
A mother's womb is where babies live until they are born  
God lets babies grow in their mothers' wombs

**Bible Verse:** Psalms 139:14

**Prayer:** The Hail Mary

#### **Discussion:**

1. God put you in your mother's womb.
2. What is the womb? Show picture of expectant mother.
3. Ask questions to assess understanding and address misconceptions about the womb.
4. Recap concepts.

#### **Activities:**

1. Draw mother's womb.
2. Ask children to draw and describe their room.
3. Equate the two ideas—A womb is a baby's room.

## **Lesson 3 – Egg Baby**

### **Grade 1**

**Materials:** A hollowed-out eggshell  
Empty egg cartons  
Colored markers  
Age-appropriate Bible

**Time:** 30 minutes

**Concepts:** Teach responsibility for caring for a baby  
Focus on the growth of the baby  
Fragility of life  
Egg carton is like a womb

**Bible Verses:** Genesis 1:26-31

#### **Activities:**

1. Each child gets a hollowed-out eggshell.
2. Each week, they add a feature to the eggshell (such as hair, eyes, nose, mouth, ears, freckles, hands, or feet).
3. This occurs for five weeks.
4. The shells are stored in an egg carton in the classroom.
5. The teacher does a checkup (like a doctor) at 2½ weeks to see how they are developing and comments on each.
6. At the end of five weeks, they name their eggs and take them out of the carton—could tie this in with the birthday lecture that's coming up.

## Lesson 4 – Stages of Development

### Grade 1

**Materials:** Pictures of parents as baby, kid, teenager, adult  
Picture of grandparents  
Ultrasound photo of baby in the womb  
Ruler of child development (can purchase at <http://www.victorywon.com/>)  
Age-appropriate Bible

**Time:** 30 minutes

**Concept:** Introduction to the stages of development – show how people progress from pre-born to infant, baby, toddler, child, teenager, young adult, middle age, elderly.

**Bible Verses:** James 3:9-10

**Prayer:** The Glory Be

#### **Activity:**

Do an exercise of looking at the different stages of life. All stages are equally important to God.

1. Lay out all the pictures of their parents in order and look at how they have changed and are changing still.
2. Ask what they think their parents will look like when they get older.
3. Ask if any stage is more important than another.
4. An alternate possibility is to have the teacher bring in pictures of his/her development (i.e., pictures as a baby, adolescent, adult, etc); teacher could also possibly bring pictures of his/her grandparents to show the elderly stage of life.

#### **Another Exercise:**

1. Trace a dime or alternatively draw a circle. You were this big at age 7 weeks.
2. Show ruler of child's development and discuss.
3. Ask how big they were when they were born.

## **Lesson 5 – Baby in the Womb**

### **Grade 1**

**Materials:** Video: *Let Me Live*, by Pat Boone (Can purchase from Pat Boone Enterprises, Los Angeles, CA. Telephone: 310-858-0044)  
Age-appropriate Bible

**Time:** 30 minutes

**Concept:** Fetus in the womb

**Bible Verse:** Psalms 127:3

**Directions:**

1. Watch the video.
2. Discuss the images.
3. Ask children to describe the baby.
4. How is the fetus like other children?
5. What did they like about the video?
6. Draw a picture of a baby in a womb.



## **Lesson 6 – Why Do We Care for Babies?**

### **Grade 1**

**Materials:** Fish  
Fishbowl filled with water  
Fish food  
Age-appropriate Bible

**Bible Verse:** Genesis 1:28

**Concepts:** Why do we have to care for living things?  
– Consequences of not doing so?  
We are God’s babies  
Fishbowl like a womb

#### **Activities & Discussions:**

1. Teacher says “I bought this fishbowl and I am giving it to the class like God gives babies to their parents.”
2. Put the fish in the fishbowl.
3. Everyday, someone is to care for the fish, and they are to discuss this activity.
4. Would you be upset if someone didn’t feed the fish when it was his turn? Would it upset you if someone harmed the fish?
5. Why do we need to care for a baby? If not, what will happen? (I.e., it will cry, get sick, die, etc.)
6. Would God be upset if you didn’t care for His babies?
7. Read and discuss the meaning of the Bible quote.
8. At the end of a period of time, have a drawing, and one child can take home the fish. Alternately, the children can be rewarded for good behavior by being given additional chances for the drawing.

## **Lesson 7 – John in the Womb**

### **Grade 1**

**Material:** Age-appropriate Bible

**Time:** 20 minutes

**Bible Verse:** Luke 1:44

**Prayer:** The Hail Mary

**Concepts:** Babies are alive and can experience things in the womb  
Babies feel emotions  
Have children personalize this message

#### **Activities & Discussion:**

1. Read the Bible passage: Luke 1:39-45.
2. Discuss: “What did the baby John had to be able to do.” (E.g.: had to be able to hear in order hear the news.)
3. Was John able to be happy? (Yes—babies can experience joy.)
4. What things bring you joy? (Have the children give examples.)
5. Question: “How would you feel if your dad brought a puppy home to you?”  
Equate this with John’s experience.
6. Question: “Has anyone’s mother told them what they did in their mother’s womb?”

## **Lesson 8 – Birthday Party for Baby**

### **Grade 1**

**Materials:** Supplies to make presents for baby or 1 big present from the class; could bring present from home, supplies to have a birthday party (optional)  
Age-appropriate Bible

**Time:** 30 minutes

**Bible Verses:** Luke 2:6-7

**Concept:** Celebrate life/new life/baby. What happens at a birthday party? What happens at the 1<sup>st</sup> birthday party? Who is there? (Include God.)

**Directions:**

1. Have a Birthday party.
2. Could tie in with next lesson.
3. Presents collected are donated to Catholic Charities or Choose Life.

## Lesson 9 – Blessing the Children

### Grade 1

**Materials:** Age-appropriate Bible

**Time:** 15-20 minutes

**Concepts:** God blesses children  
Children are important  
Adults could believe and trust in Jesus like children  
Even adults can learn from children

#### Activities & Discussions:

1. Read Bible passage: Mark 10:13-16.
2. Ask questions:
  - a. Does Jesus think children are important?
  - b. What can adults learn from children? (Be specific about this passage—i.e., adults need to learn to trust in Jesus' word like a child does.)
  - c. Does God bless children?
3. Optional: Read Luke's version (Luke 18:15-17) because the word *infant* is used.
  - a. What are the differences between infants and children?
  - b. God loves them both the same.
4. Read Matthew 18:1-5.
  - What was Jesus saying in this passage? (Explanation: Children are used as an example because they are completely trusting and relying on their parents.)
  - Adults need to be this way with Jesus.
  - What are some ways you need your mom and dad?
  - Then relate this to our needing Jesus.

## **Lesson 10 – When Does Life Begin?**

### **Grade 1**

**Material:** Age-appropriate Bible

**Time:** 15 minutes

**Verse:** Jeremiah 1:5

**Directions:**

Ask the questions:

1. When does life begin?  
(Answer: The first instant you were in the womb.)
2. How can God know you before you are born?  
(He knows everyone and everything.)
3. Do you have to be any certain size to be important?  
(No.)
4. Who is more important a baby or a grandparent?  
Who is more important a parent or a child?  
(Answers: They are all equally important to God.)

## **Bibliography: First Grade**

*Let Me Live*. By Pat Boone. Videotape. Los Angeles: Spone Music- ASCAP, 1984.

# ***Second Grade***

## **Lesson 1 – When Life Begins; God is Creator**

### **Grade 2**

**Time:** 20-30 minutes

**Materials:** Various Fresh Fruit  
Age-appropriate Bible

**Media:** TV, VCR  
Ultrasound video of baby in mother's womb—can be borrowed from a student's family or from a personal source. Often these ultrasound videos are recorded at a 20-week ultrasound.

**Goal:** Children will know where life begins and that God is the Creator of life

**Prayer:** The Hail Mary

**Bible Verse:** Read Jeremiah 1:5

God made me and knew me in my mother's womb.

#### **Read Jeremiah 1:5**

Discuss meaning of this verse.

Questions:

1. Where are you before you are born?
2. How can God know you before you are born?

#### **Word clarifications:**

1. What does womb mean?  
(Answer: the special place that God gives mothers to keep babies before they are born)
2. Remember in the prayer, the Hail Mary, when we say "blessed is the fruit of your womb"? Consider the meaning behind this: Who is the fruit of Mary's womb?  
(Answer: Jesus)
3. Who is the fruit of your mother's womb?  
(Answer: You)

#### **Show ultrasound video:**

Tell children that they are watching a video of a baby in the womb. Point out hands, eyes, and any body parts or activities of the baby.

#### **Activity:**

To give children an idea of the various sizes of babies in the womb, have an assortment of fresh fruits (grapes, plums, apples, watermelon) to represent



different sizes of babies at different stages of development in the womb. Pass the fruit around for everyone to hold.

**Discussion:**

Using the fruit as a reference, explain to children that babies start out very small in a mother's womb (perhaps an apple seed would be a good starting object). Without being too scientifically specific (and as appropriate for the age), pick a piece of fruit in ascending order of size to talk about how a baby grows in a mother's womb.

Explain that once God places a baby in a mother's womb, the baby continues to grow until he or she is ready to be born. The last and largest fruit should be approximately 6-9 pounds (to represent a baby at birth).

**Closing Prayer:**

Dear God, Thank you for placing me in my mother's womb. Thank you for giving me life and all the things I need to know, love, and serve you during my life. Amen.

## Lesson 2 – All Children, Regardless of Age, are Created in God's Image Grade 2

**Time:** 20-30 minutes

**Materials:** Paper, Crayons, and Pencils  
Age-appropriate Bible

**Media:** Family photographs brought by students

**Goal:** Children will know that all people, no matter what age, are made in God's image to be like Him.

**Prayer:** The Glory Be

**Bible Verse:** Read Genesis 1:27

God made us to be like him.

### Read Genesis 1:27.

Discuss meaning of this verse.

Question:

Why would God create us to be like him?

### Word clarifications:

1. What is an image?  
(Answer: Something that is very much like another thing)
2. How are we images of God?
3. What is divine?  
(Answer: Supremely good, heavenly, and Godlike)
4. How do we reflect the God in us?

### Discussion:

Have children bring in three photographs of family members. Have children look at photographs of their family. Talk about the different family members depicted—brothers, sisters, mothers, fathers, grandparents, etc.

So, who best reflects the image of God? (Answer: Everyone can be an image of God because God created everyone to be like Himself, no matter what age or what they look like).

Have children think of something good and God-like about every member pictured in their photographs.

**Activity:**

Have children draw pictures of different people in their family at different ages. Under each person have the children write a word describing how that person can reflect God's divine image (innocent, good, joyful, merciful, powerful, wise, etc.).

**Closing Prayer:**

Dear God, Thank You for all people. Thank You for babies in their mothers' wombs and little babies who show us how to be good and trust in You for all that we need. Thank You for children and teenagers who joyfully play, sing, and learn about the wonderful world you have given us. Thank You for our parents, grandparents, aunts, uncles, teachers, and all adults who teach us with the wisdom you have given them. Help us to be good images of You. Amen.

## **Lesson 3 – Gift of Life is Given to All at the Moment of Conception**

### **Grade 2**

**Time:** 20-30 minutes

**Materials:** Paper, Crayons, and Pencils  
Age-appropriate Bible

**Goal:** Children will know that the gift of life is given to everyone from the first moment they are created in the womb.

**Prayer:** The Hail Mary

**Bible Verse:** Read 1 Corinthians 7:7

God gives everyone special gifts that we use to love and serve him with our bodies and souls.

#### **Read 1 Corinthians 7:7.**

Discuss meaning of this verse.

Question:

What are some gifts that God gives us to love and serve him with our bodies and souls?

#### **Word clarification:**

What does gift mean?  
(Answer: something given to someone freely)

#### **Discussions:**

1. Ask children to think about the different sorts of gifts that they have received during their life.

Ask each child to think of the most special gift they have ever received. Then, suggest that God has, in fact, given them the best gift: life!

2. When are we given this gift?  
Is it when God places us in our mother's womb?  
Is it when we are born?

God first gives us our gift of life when we are placed in our mother's womb. He continues to give us this gift everyday and with every breath we breathe and every beat of our heart. Life, the biggest and best gift of all, is like a big present that has lots of smaller parts.

One of the first and most important parts of the gift of life is the gift of our soul. From the very moment we are created in our mother's womb, we are given a soul.

Even before we have a heartbeat, a brain, hands, feet, and everything else, we have a soul. It is through our soul that God continues to give us other spiritual gifts like: love, truthfulness, hope, faith, kindness, patience, etc.

**Group Activities:**

1. Have children think of different gifts that God gives them to do his will. Help them think of various talents and abilities that they can use to serve the Lord through their bodies.
2. Use a piece of butcher paper to trace the outline of a child to represent the class (or do one for a boy and one for a girl). Let the children color and decorate the tracings. Then, have them write different talents they may have or activities that they can do to serve the Lord. Have them write these ideas near or on the parts of the body that pertain to that particular idea. Ideas that pertain to just spiritual gifts can be written around the tracing.

**Discussion:**

Remind children that this gift of life is the most important gift we are given. We are given this gift from the first moment we are created in our mother's womb. It is this gift of life that allows us to enjoy all the other gifts we receive during our lifetime.

Suggest that children consider what the world would be like if they had not been born. If God gives everyone his own gift, then only that person can do the work God has for them. Even two people who have the same gift don't use them in the exact same way. Every person is precious and special from the moment they are created—even before birth!

**Closing Prayer:**

Dear God, Thank You for giving me the gift of life. Help me to use all my gifts to love and serve You. Please give me gifts that help me become more like You. Help me to remember all the little babies in their mother's womb who You have given the gift of life. Thank You for all life. Amen.

## Lesson 4 – Life Begins Before Birth Grade 2

**Time:** 20-30 minutes

**Materials:** A large bed sheet or blanket  
Age-appropriate Bible

**Media:** Pictures of babies in utero

**Goal:** Children will know that their lifeline begins before they are born.

**Prayer:** The Our Father

**Bible Verses:** Read Psalms 139:15-16

God knew and saw us while we were still in the womb.

### Read 1 Corinthians 7:7.

Discuss meaning of this verse.

Questions:

1. What is the secret place?  
(Answer: a mother's womb)
2. Why is it called secret?  
(Answer: because inside it is not visible to everyone)
3. What does it mean to be "woven together"?  
(Answer: this refers to how we grow and develop in our mother's womb—like how a blanket is woven together by many threads)

### Word clarifications:

1. What is someone's frame?  
(Answer: all a person's parts fitted together and united to make up a person's body)
2. What is an unformed body?  
(Answer: a body that is not yet fully developed or mature, like that of a baby in the womb or a young child who is not fully grown yet)

### Instructions:

It was not long ago that it was impossible to see a baby in the womb. Today, however, we have technology that allows us to get a glimpse of a baby while he or she is still in his or her mother's womb before he or she is even born.

We have special cameras and devices that let us see the different stages of development of a baby before he or she is born. Because of this special technology, we are able to see what only God used to be able to see. We can see into the once "secret place" of a mother's womb.

Show a picture of a baby in the womb.

**Discussion:**

Once a baby is born, he grows very quickly and can do many things by the time he turns one or two years old.

Questions:

1. What sort of things does a baby learn to do after he or she is born?
2. What sort of things do you think a baby can do while he or she is still in the womb?
3. Have you ever felt a baby kick while he or she is in her mommy's womb?
4. Do you know that babies can get hiccups while still in the womb?
5. Did you know that pre-born babies can suck their thumbs? Wiggle their toes? Grab things? Yawn? Lick their lips? Do flips?

**Activity:**

Go outside or into an open space. Have children spread out a bed sheet or a large blanket. Children should sit around the perimeter of the sheet. Have children all hold onto the edge of the sheet and lift it above their heads with their arms extended.

Pick three or more children to crawl under the sheet, one at a time. When one child is under the sheet, have the children lower the sheet so that it rests lightly on the concealed child.

Instruct the concealed child to pose or do something under the sheet. Ask the children to guess what the child under the sheet might be doing—is he touching his toes? Is he doing a sit up? Is he on all fours?

After several children have voiced suggestions, have the children lift up the sheet and discover what the child was secretly doing.

After several children have gone under the sheet, discuss with children about how babies move around in the womb. Ask if they have ever felt a baby in their mother or aunt or friend's womb? Did they feel the baby kick? Did they feel the baby have hiccups?

**Closing Prayer:**

Dear God, Thank You for forming me in my mother's womb. Thank You for my life before and after I was born. Thank You for all the special things I can do. Please be with me as I continue to be formed in Your image. Amen.

## **Lesson 5 – See Live Images of a Baby in the Womb**

### **Grade 2**

**Time:** 20-30 minutes

**Materials:** Handout, Crayons  
Age-appropriate Bible

**Media:** TV, VCR

**Goal:** Children will see live images of a baby in the womb.

**Prayer:** The Glory Be

**Bible Verse:** Read Psalms 139:14

God, our Creator, has made us well.

#### **Read Psalms 139:14.**

Discuss meaning of this verse.

Questions:

1. Who is our Creator?  
(Answer: God)
2. How does this Scripture tell us we are made?  
(Answer: Fearfully and Wonderfully)

#### **Word clarifications:**

1. How is the word “fearfully” used here?  
(Answer: It expresses the greatness with which we are made by God.)
2. What does it mean to fear the Lord?  
(Answer: It does not mean to be scared of him.)
3. Why would someone be scared of his or her heavenly Father?  
(Answer: It means that we should recognize God's awesome power and his supreme greatness)
4. So, what does it mean that we are fearfully and wonderfully made?  
(Answer: It means that God has made us with so much love and attention to detail that it is AWESOME.)

#### **Video & Discussion:**

Explain that we are going to watch a video that uses the special technology, which allows us to see a baby who is still inside the womb.

Remind children of previous lessons and recount the things that the children remember about babies who are still in the womb. What can babies in the womb do?



Show the video *Let Me Live* (VHS, Pat Boone Enterprises 310-858-0044)

Questions:

1. Ask children what they thought of the video.
2. Isn't it amazing that we can see into a womb?
3. Isn't it fun to watch a little baby in his or her mother's womb?
4. What was the most amazing or interesting thing about watching a baby in the womb?
5. What do you think it must be like to be in the womb?
6. What sorts of things did you learn about a baby in the womb?

**Closing Prayer:**

Dear God, Thank you for making me so wonderfully. Thank you for giving me life. Thank you keeping me safe in my mother's womb until it was time for me to be born. Thank you for my parents. Bless all the little babies in their mothers' wombs and all the parents who are waiting for their babies to be born. Amen.

## Lesson 6 – Learn How God Cares for His Creation Grade 2

**Time:** 20-30 minutes

**Materials:** Paper cups, Soil, Seeds, Water  
Age-appropriate Bible

**Goal:** Children will learn how God cares for his creation

**Prayer:** The Our Father

**Bible Verse:** Read Job 10:8

How God cares for his creation, especially babies in the womb

### Read Job 10:8.

Discuss meaning of this verse.

How has God formed and fashioned us?

(Answers may vary—recall the story of creation, consider that God places babies in the womb, and consider that God’s grace fashions us in his image every day as we grow in love and wisdom.)

### Word clarification:

What does formed and fashioned mean?

(Answer: to create something, to mold it or make it, to care for it)

### Discussion:

1. How does God take care of his creation?  
(Answers may vary—He gives us what we need to grow and live)
2. What sorts of things do we need to live?  
(Food, shelter, love, etc.)
3. What do other creatures need to live—like plants and animals?
4. What about babies in the womb?  
(Answer: Food from their mothers, time to grow, and love)
5. How are babies in the womb and plants alike?  
(Answer: They both need to be cared for by others to help them grow. Both seeds and babies in the womb start very small and do not look like what they will become.)

### Activity:

Have children plant grass seeds (or any fast growing plant seeds) in paper cups. Make a list with children of the sorts of things plants need to grow (water, sunlight, etc.).

Have children take home their cups and encourage them to take care of the plants by giving them the proper things they need to grow and remember that by taking care of their plants, they are helping God care for His creation.

**Closing Prayer:**

Dear God, Thank You for giving us our daily bread. Thank You for giving us all the things we need to live. Thank You for our mothers who cared for us in the womb and our parents who care for us every day. Amen.

## **Lesson 7 – Babies are Gifts from God**

### **Grade 2**

**Time:** 20-30 minutes

**Materials:** Construction paper, scissors, paper, crayons, pencils, glue, etc.

**Goal:** Children will know that babies are gifts from God.

**Prayer:** The Our Father

**Bible Verse:** Read James 1:17

Discuss the meaning of this verse.

Questions:

1. What does the phrase “from above” mean?  
(Answer: from God who is the Father of heavenly lights)
2. What are some good gifts he gives us?  
(Answers may vary—our families are good gifts, babies are good gifts, etc.)

**Discussion:**

1. Who makes up a family? (Answer: parents, children, grandparents, babies)
2. How does each of these members of a family help the good of the whole family?  
(Answer: Parents teach and provide, children bring joy and help, grandparents care for us and teach us, babies bring joy and responsibility and love)
3. Humans are always created as good gifts because we are made in the image and likeness of God, who is perfect goodness. How are mothers special gifts to their families?
4. How do they take care of us? How did they care for us when we were in the womb? (Answer: they gave us food, time to grow, and love.) How are we gifts to our parents?

**Activity:**

Do some sort of project or make a card, maybe in coordination with Mother’s Day, Father’s Day, or Christmas for the children to give as gifts to their parents.

**Closing Prayer:**

Dear God, Thank You for our families. Thank You for babies in the womb, our brothers and sisters, our parents, aunts and uncles, cousins and grandparents. Thank You for everyone who plays an important role in our lives and families. Thank You for showing yourself to us in so many different ways and faces. Amen.

## **Lesson 8 – How Babies are Formed in the Womb and Grow**

### **Grade 2**

**Time:** 15-30 minutes

**Materials:** Age-appropriate Bible

**Media:** Book: *Before You Were Born*

**Goal:** Children will learn about how babies are formed in the womb and grow.

**Prayer:** The Hail Mary

**Bible Verse:** Read Ephesians 2:10

Discuss the meaning of this verse.

How are we God's workmanship?

(Answer: God is the potter and we are his clay. He created us and fashioned us. He is the creator and we are his creation. He is the artist and we are the artwork.)

**Read book:** *Before You Were Born*

**Discussion:**

Talk to children about the different stages of fetal development. Going backwards in time, point out how similar a baby in the womb at 9 months is to a newborn, how similar a baby at 8 months in the womb is to a baby at 6 months in the womb, and so on.

Emphasize that no matter what they look like, babies in the womb are always alive and completely human.

**Closing Prayer:**

Dear God, Thank You for creating us in Your image. Thank You for giving us life from the moment You placed us in our mother's womb. Amen.

## **Lesson 9 – God Created Us to Do Good Works**

### **Grade 2**

**Time:** 20-30 minutes

**Materials:** Paper, Crayons, Scissors, Glue, and Pencils  
Age-appropriate Bible

**Goal:** Children will learn that God created us to do good works

**Prayer:** The Glory Be

**Bible Verse:** Read Ephesians. 2:10

Discuss meaning of this verse.

Questions:

1. What sort of good works can we do to serve God?
2. What sort of good works can we do to serve each other?
3. How can we show Jesus to others by the things we do?

#### **Discussion:**

1. How can we serve God with our bodies? (E.g., do good works to help people in need)
2. Name some ways that we can offend God with our bodies. (E.g., hitting people)
3. How do mothers serve their children and God with their bodies? (E.g., taking care of their babies—feeding them, hugging them, etc.)
4. What about mothers who have babies in their wombs?
5. Do we serve God even when we do things that are difficult?

#### **Instructions:**

Explain to children that God creates us to use our bodies as special tools to do good works. We are supposed to serve God and each other with our bodies.

Mothers use their bodies to serve God by carrying babies until they are ready to be born. Sometimes it is very difficult for mothers to carry babies in their wombs. Sometimes they get very tired and it becomes uncomfortable, but they are happy to carry babies in their wombs because it is God's special work especially for mothers to do.

#### **Activity:**

Have children make thank you cards for women who are pregnant or who have just had a baby. Deliver the cards to the postpartum ward of a local hospital or to a crisis pregnancy center.

**Closing Prayer:**

Dear God, Thank You for creating us to do good works. Thank You for our bodies that help us serve You and each other. Thank You for mothers who serve You in such a special way by carrying babies in their wombs. Help us all to do your good work and show Jesus to others by the things we do. Amen.

## **Lesson 10 – Our Souls Dwell in Our Bodies, Regardless of Size or Shape of the Bodies**

### **Grade 2**

**Time:** 20-30 minutes

**Materials:** Paper, crayons, pencils  
Age-appropriate Bible

**Media:** Book: *Horton Hears A Who*, by Dr. Seuss

**Goal:** Children will know that our bodies are important places for our souls to dwell, no matter what size or shape

**Bible Verses:** Read 1 Corinthians 3:16-17

Discuss the meaning of this verse.

Questions:

1. How are our bodies temples?  
(Answer: Our souls and the Holy Spirit dwell in our bodies just as people dwell in a temple.)
2. In what ways do we destroy our bodies?  
(Answer: We destroy our bodies by abusing them or by not using them according to God's commandments—taking drugs, hitting ourselves or others, or even eating too much.)
3. How can we use our bodies as holy places for God to dwell?

#### **Word clarification:**

Temple (a church or holy place)  
Dwell (to live inside)

#### **Read: *Horton Hears A Who***

This book tells the story of Horton, the kindhearted elephant who rescues the citizens of Whoville.

Discuss the humanity and dignity of all people.

#### **Explanation & Discussion:**

All people, no matter what size or shape are people. All people are created to be temples a soul and the Holy Spirit.

Even people who are very sick or very old are temples of the Holy Spirit, which means that God lives in them.

Even little babies who are no bigger than the size of the tip of your pencil are temples of the Holy Spirit. We should look for God in everyone no matter how big or small they are.



We should treat everyone like they have God inside him or her. We should never hurt or mistreat others because they are temples of God just like we are.

**Activity:**

Have children draw pictures of themselves—as temples of the Holy Spirit.

**Closing Prayer:**

Dear God, Thank you for our bodies. Thank you for living in us. Thank you for other people. Help us to remember that you are inside of everyone and help us treat everyone like temples of your Holy Spirit. Amen.

## **Bibliography: Second Grade**

Davis, Jennifer, Laura Cornell, and Jennifer Rauch. *Before You Were Born*. New York: Workman Publishing, 1998.

Dr. Seuss. *Horton Hears A Who*. New York: Random House, 1954.

*Let Me Live*. By Pat Boone. Videotape. Los Angeles: Spone Music- ASCAP, 1984.

# ***Third Grade***

## Lesson 1 – Growth and Development in the Womb

### Grade 3

**Time:** 20-30 minutes

**Materials:** Various Fruits  
Age-appropriate Bible

Optional: The “Life Before Birth” ruler can be purchased online from various pro-life organizations (see *Victory Won*, *Priests for Life*, or *Heritage House 76*). It would be a good addition to this lesson, especially because it emphasizes and depicts the growth and development of an unborn baby. Also, this would be a good beginning of the year gift to the students for them to keep for all their projects throughout the year as a reminder.

**Media:** TV, VCR  
Ultrasound video of baby in mother’s womb

**Goal:** Children should learn about the growth development of babies in the womb.

**Prayer:** The Hail Mary

**Bible Verse:** Read Jeremiah 1:5

God made me and knew me in my mother’s womb.

Discuss meaning of this verse.

Questions:

1. Where are you before you are born?
2. How can God know you before you are born?
3. What does God have planned for us in our lives?

#### Word clarifications:

1. What does womb mean?  
(Answer: the special place that God gives mothers to keep babies before they are born.)
2. Remember in the prayer, the Hail Mary, when we say “blessed is the fruit of your womb”? Consider the meaning behind this. Who is the fruit of Mary’s womb?  
(Answer: Jesus)
3. Who is the fruit of your mother’s womb?  
(Answer: You)
4. What does the word consecrated mean?  
(Answer: dedicated)
5. How are our lives dedicated to God before we are born?  
(Answer: We are made in his image to know, love, and serve Him.)

**Show ultrasound video:**

Tell children that they are watching a video of a baby in the womb. Point out hands, eyes, and any body parts or activities of the baby. Explain to children that when God places them in their mother's womb, they begin a 9-month process of growth and development. They begin as one tiny cell and grow to become several pounds with all the things a baby needs to survive outside of his mother's womb.

**Activity:**

To give children an idea of the various sizes of babies in the womb, have an assortment of fresh fruits (grapes, plums, apples, watermelon) to represent different sizes of babies at different stages of development in the womb. Pass the fruit around for everyone to hold.

**Discussion:**

Using the fruit as a reference, explain to children that babies start out very small in a mother's womb (perhaps an apple seed would be a good starting object). Without being too scientifically specific, pick a piece of fruit in ascending order of size to talk about how a baby grows in a mother's womb. The last and largest fruit should be approximately 6-9 pounds (to represent a baby at birth).

**Closing Prayer:**

Dear God, Thank You for placing me in my mother's womb and giving me time to grow there. Thank You for giving me life and all the things I need to know, love, and serve You during my life. Amen.

## **Lesson 2 – Human Beings are Made in the Image of God at the Moment of Conception**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Craft mirrors, various decorative items (beads, paper, ribbons, etc.), glue, paper, markers, age-appropriate Bible

**Media:** Pictures of babies at various stages of development

**Goal:** Children will know that all people have everything they need to be images of God from the moment they are placed in the womb.

**Prayer:** The Glory Be

**Bible Verse:** Read Genesis 1:27

God made us to be like him.

Discuss meaning of this verse.

Questions:

1. Why would God create us to be like him?
2. How did God create the first person (recall the story of Adam and Eve)?
3. Are people made from clay, like Adam and Eve, today? When does life begin?

#### **Word clarifications:**

1. What is an image?  
(Answer: Something that is very much like another thing, like a reflection in a mirror.)
2. How are we images of God?
3. How are we images of our parents?
4. What is divine?  
(Answer: Supremely good, heavenly, and Godlike)
5. How do we reflect the God in us?

#### **Discussion:**

Ask children to think of people that they know who best reflect the image of God. (Mother Teresa, Pope John Paul II, a grandparent, aunt, uncle, parent, little child, etc.) Discuss why these various people can be good reflections of God. Discuss how we can be good reflections of God.

Consider how a baby before he or she is born is a reflection of God. He or she may have features like his or her parents, who are reflections of God. He or she

may be able to move around and therefore can one day be an image of God in doing good works.

He or she has a soul from the moment God places him or her in the womb, so pre-born babies are a good reflection of heavenly goodness and are like God in spirit, just like all of us when we try to do God's will.

**Instructions:**

Consider that we are all made to be like God from the moment we are placed in the womb. While we are not made from clay, we are made from genes (tiny parts in our bodies that God uses to tell the body how to look and grow). God uses these genes to help us grow and develop in our mother's womb. From the very moment God puts us in our mother's womb, we have all the genes that we need to grow.

Even when we are the size of the tip of a pencil, we still have everything we need to be images of God—especially a soul! Show pictures of babies at different stages of development in the womb. Point out the different developmental stages (heartbeat, fingers, toes, eyes, mouth, etc.).

**Activity:**

Using inexpensive craft mirrors (can be purchased at a craft store or use hand mirrors purchased at a dollar store), decorate mirrors to give as a gift to a special person in a child's life.

On the back or attached as a card, use today's Scripture verse to help remind whoever receives that mirror when they look in to that they are created in the image of God. This is a good activity to do for Mother's Day, Father's Day, or Christmas.

**Closing Prayer:**

Dear God, thank you for our genes. Thank you for giving us all the things we need to be like you. Help us to use our gifts to love and serve you. Amen.

## **Lesson 3 – We Receive Gift of Life at Conception & Serve God through His Gifts to Us**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Age-appropriate Bible

**Goal:** Children will know that the gift of life is given to everyone from the first moment they are created in the womb and that each person is special because God gives us all gifts to love and serve him through each other.

**Prayer:** The Hail Mary

**Bible Verse:** Read 1 Corinthians 7:7

God gives everyone special gifts that we use to love and serve him with our bodies and souls.

Discuss meaning of this verse.

Question:

What are some gifts that God gives us to love and serve him with our bodies and souls?

#### **Word clarification:**

What does gift mean?  
(Answer: something given to someone freely)

#### **Discussion:**

Ask children to think about the different sorts of gifts that they have received during their life. Ask each child to think of the most special gift they have ever received.

Then, suggest that God has, in fact, given them the best gift: Life!

When are we given this gift?  
Is it when God places us in our mother's womb?  
Is it when we are born?

God first gives us our gift of life when we are placed in our mother's womb. He continues to give us this gift everyday and with every breath we breathe and every beat of our heart. Life, the biggest and best gift of all, is like a big present that has lots of smaller parts.

One of the first and most important parts of the gift of life is the gift of our soul. From the very moment we are created in our mother's womb, we are given a soul. Even before we have a heartbeat, a brain, hands, feet, and everything else, we have a soul. It is through our soul that God continues to give us other spiritual gifts like: love, truthfulness, hope, faith, kindness, patience, etc.



**Instructions:**

The Gifts of the Spirit, Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, and Fear of the Lord are the gifts of the Spirit that we are given as followers of Jesus. Discuss the meaning of each gift as it applies to the church.

**Activity:**

Have children discuss how they can use their various gifts to serve others in the church or community. Devise a class project that they can do together in service of the others and God.

**Discussion:**

Remind children that this gift of life is the most important gift we are given. We are given this gift from the first moment we are created in our mother's womb. It is this gift of life that allows us to enjoy all the other gifts we receive during our lifetime.

**Closing Prayer:**

Dear God, Thank You for giving me the gift of life. Help me to use all my gifts to love and serve you. Please give me gifts that help me become more like you. Help me to remember all the little babies in their mother's womb who You have given the gift of life. Thank You for all life. Amen.

## Lesson 4 – Pre-Born Babies Can Do Many Things

### Grade 3

**Time:** 20-30 minutes

**Materials:** Paper, pencils

**Goal:** Children will know that a pre-born baby can do many things while God is still forming him in the womb

**Prayer:** The Our Father

**Bible Verses:** Read Psalms 139:15-16

God knew and saw us while we were still in the womb.

Discuss meaning of this verse.

Questions:

1. What is the secret place?  
(Answer: a mother's womb)
2. Why is it called secret?  
(Answer: because inside it is not visible to everyone)
3. What does it mean to be "woven together"?  
(Answer: this refers to how we grow and develop in our mother's womb.)

**Word clarifications:**

1. What is someone's frame?  
(Answer: all of a person's parts fitted together and united to make up a person's body)
2. What is an unformed body?  
(Answer: a body that is not yet fully developed or mature, like that of a baby in the womb or a young child who is not fully grown yet)

**Instruction:**

It was not long ago that it was impossible to see a baby in the womb. Today, however, we have technology that allows us to get a glimpse of a baby while he or she is still in his or her mother's womb before he or she is even born.

We have special cameras and devices that let us see the different stages of development of a baby before he or she is born. Because of this special technology, we are able to see what only God used to be able to see. We can see into the once "secret place," a mother's womb.

**Discussion:**

Once a baby is born, he grows very quickly and can do many things by the time he turns one or two years old.

Questions:

1. What sort of things does a baby learn to do after he or she is born?
2. What sort of things do you think a baby can do while he or she is still in the womb?
3. Have you ever felt a baby kick while he or she is in her mommy's womb?
4. Do you know that babies can get hiccups while still in the womb?
5. Did you know that pre-born babies can suck their thumbs? Wiggle their toes? Grab things? Yawn? Lick their lips? Do flips?

**Activity:**

What does God see in a mother's womb? Play a game to help children think about the different things that a baby can do while still in his or her mother's womb.

Children should sit in a circle with their legs crossed. Explain that each child should come up with something that they think a baby can do while still in the womb.

Have children write that activity on a strip of paper. Collect the papers and redistribute the papers to different children. Make sure everyone can read his or her word without saying it aloud in front of everyone yet.

Start the beat with out saying anything. Slap your knees twice, clap twice, and snap twice—keeping a constant beat until everyone catches on. Then have each child add in the word on his or her paper in the place of the snaps. Example: Slap, Slap, Clap, Clap, Kick-ing . . . (*Next child*) Slap, Slap, Clap, Clap, Sleep-ing . . . (and so on to allow every child a turn).

**Closing Prayer:**

Dear God, Thank You for forming me in my mother's womb. Thank You for my life before and after I was born. Thank You for all the special things I can do. Please be with me as I continue to be formed in Your image. Amen.

## Lesson 5 – See Live Images of a Baby in the Womb

### Grade 3

- Time:** 20-30 minutes
- Materials:** Age-appropriate Bible
- Media:** TV, VCR
- Goal:** Children will see live images of a baby in the womb.
- Prayer:** The Glory Be
- Bible Verse:** Read Psalms 139:14

God, our Creator, has made us well.

Discuss meaning of this verse.

Questions:

1. Who is our Creator?  
(Answer: God)
2. How does this Scripture tell us we are made?  
(Answer: Fearfully and Wonderfully)

#### Word clarifications:

1. How is the word fearfully used here?  
(Answer: It expresses the greatness with which we are made by God.)
2. What does it mean to fear the Lord?  
(Answer: It does not mean to be scared of him.)
3. Why would someone be scared of his or her heavenly Father?  
(Answer: It means that we should recognize God's awesome power and his supreme greatness.)
4. So, what does it mean that we are fearfully and wonderfully made?  
(Answer: It means that God has made us with so much love and attention to detail that it is AWESOME.)

#### Video & Discussion:

Explain that we are going to watch a video that uses the special technology, which allows us to see a baby who is still inside the womb. Remind children of previous lessons and recount the things that the children remember about babies who are still in the womb.

What can babies in the womb do?

Show the video *Let Me Live* (VHS, Pat Boone Enterprises 310-858-0044)

Questions:

1. Ask children what they thought of the video.
2. Isn't it amazing that we can see into a womb?
3. Isn't it fun to watch a little baby in his or her mother's womb?
4. What was the most amazing or interesting thing about watching a baby in the womb? What do you think it must be like to be in the womb?
5. What sorts of things did you learn about a baby in the womb?

**Closing Prayer:**

Dear God, Thank You for making me so wonderfully. Thank You for giving me life. Thank You keeping me safe in my mother's womb until it was time for me to be born. Thank you for my parents. Bless all the little babies in their mothers' wombs and all the parents who are waiting for their babies to be born. Amen.

## **Lesson 6 – How God Cares for His Creation**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Clay  
Age-appropriate Bible

**Goal:** Children will learn how God cares for His creation

**Prayer:** The Our Father

#### **Activity 1:**

After the opening prayer, recall the line “Give us this day our daily bread.”

1. Ask children what this could mean.  
(Answer: God gives us what we need to live.)
2. Discuss how God gives us the things we need to live. What sort of things do we need? Where do we get our food, house, clothes, etc.?  
(Answer: Our parents help provide them by working hard)

**Bible Verse:** Read Job 10:8

How God cares for his creation, especially babies in the womb

Discuss meaning of this verse.

How has God formed and fashioned us? (Answers may vary—recall the story of creation, consider that God places babies in the womb, and consider that God’s grace fashions us in his image every day as we grow in love and wisdom.)

#### **Word clarification:**

What does formed and fashioned mean?

(Answer: to create something, to mold it or make it, to care for it)

#### **Activity 2:**

Let children “fashion” from clay a form. It can be anything.

During this activity, remind children that they are being imitators of God by creating something new from clay.

#### **Closing Prayer:**

Dear God, Thank You for giving us our daily bread. Thank You for giving us all the things we need to live. Thank You for our mothers who cared for us in the womb and our parents who care for us every day. Amen.

## **Lesson 7 – Babies are Gifts from God**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Pictures children bring from home  
Age-appropriate Bible

**Goal:** Children will know that babies are gifts from God.

**Prayer:** The Our Father

**Bible Verse:** Read James 1:17

Discuss the meaning of this verse.

Questions:

1. What does the phrase “from above” mean?  
(Answer: from God who is the Father of heavenly lights)
2. What are some good gifts he gives us?  
(Answers may vary—our families are good gifts, babies are good gifts, etc.)

**Discussion:**

1. Who makes up a family?  
(Answer: parents, children, grandparents, and babies)
2. How does each of these members of a family help the good of the whole family?  
(Answer: Parents teach and provide, children bring joy and help, grandparents care for us and teach us, and babies bring joy and responsibility and love)  
Humans are always created as good gifts because we are made in the image and likeness of God, who is perfect goodness.

**Activity:**

Have children bring pictures of their moms while they were pregnant with them or with their siblings, pictures of themselves as babies, and pictures of their families.

**Discussion:**

Have children share a couple of stories with the whole class about how family members are gifts from God and show pictures of the people they are speaking about.

Questions:

1. Who is the oldest member of your family?
2. Who is the youngest member of your family?
3. Who is the strongest?

4. Who is the loudest?
5. Who is the funniest?
6. Who is the kindest?
7. Who is the most important?  
(Answer: Everybody is important in his or her own way and are special gifts to the whole family). Grandparents and even babies in the womb bring families much joy and love and allow us to see God in different ways in different people.

**Closing Prayer:**

Dear God, Thank You for our families. Thank You for babies in the womb, our brothers and sisters, our parents, aunts and uncles, cousins and grandparents. Thank You for everyone who plays an important role in our lives and families. Thank You for showing Yourself to us in so many different ways and faces. Amen.



## **Lesson 8 – How Babies are Formed in the Womb and Grow**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Age-appropriate Bible

**Media:** Book: *Life Before Birth*, by Gary Parker

**Goal:** Children will learn about how babies are formed in the womb and grow.

**Prayer:** The Hail Mary

**Bible Verse:** Read Ephesians 2:10

Discuss the meaning of this verse.

How are we God's workmanship?

(Answer: God is the potter and we are his clay. He created us and fashioned us. He is the creator and we are his creation. He is the artist and we are the artwork.)

**Read:** *Life Before Birth* (or excerpts as appropriate)

**Discussion:**

Talk to children about the different stages of fetal development. Going backwards in time, point out how similar a baby in the womb at 9 months is to a newborn, how similar a baby at 8 months in the womb is to a baby at 6 months in the womb, and so on.

Emphasize that no matter what they look like, babies in the womb are always alive and completely human.

**Closing Prayer:**

Dear God, Thank You for creating us in Your image. Thank You for giving us life from the moment You placed us in our mother's womb. Amen.

## **Lesson 9 – God Created Us to Do Good Works**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Paper, Crayons, Scissors, Glue, and Pencils  
Age-appropriate Bible

**Goal:** Children will learn that God created us to do good works

**Prayer:** The Glory Be

**Bible Verse:** Read Ephesians 2:10

Discuss meaning of this verse.

Questions:

1. What sort of good works can we do to serve God?
2. What sort of good works can we do to serve each other?
3. How can we show Jesus to others by the things we do?

#### **Discussion:**

1. How can we serve God with our bodies? (E.g., do good works to help people in need)
2. Name some ways that we can offend God with our bodies. (E.g., hitting people)
3. How do mothers serve their children and God with their bodies? (E.g., taking care of their babies—feeding them, hugging them, etc.)
4. What about mothers who have babies in their wombs?
5. Do we serve God even when we do things that are difficult?

#### **Instructions:**

Explain to children that God creates us to use our bodies as special tools to do good works. We are supposed to serve God and each other with our bodies.

Mothers use their bodies to serve God by carrying babies until they are ready to be born. Sometimes it is very difficult for mothers to carry babies in their wombs. Sometimes they get very tired and it becomes uncomfortable, but they are happy to carry babies in their wombs because it is God's special work especially for mothers to do.

#### **Activity:**

Have children make thank you cards for women who are pregnant or who have just had a baby. Deliver the cards to the postpartum ward of a local hospital or to a crisis pregnancy center.

**Closing Prayer:**

Dear God, Thank you for creating us to do good works. Thank you for our bodies that help us serve you and each other. Thank you for mothers who serve you in such a special way by carrying babies in their wombs. Help us all to do your good work and show Jesus to others by the things we do. Amen.

## **Lesson 10 – Our Souls Dwell in Our Bodies, Regardless of Body Size or Shape**

### **Grade 3**

**Time:** 20-30 minutes

**Materials:** Age-appropriate Bible

**Media:** Book: *Horton Hears A Who*, by Dr. Seuss

**Goal:** Children will know that our bodies are important places for our souls to dwell, no matter what size or shape

**Bible Verses:** Read 1 Corinthians 3:16-17

Discuss the meaning of this verse.

Questions:

1. How are our bodies temples?  
(Answer: Our souls and the Holy Spirit dwell in our bodies just as people dwell in a temple.)
2. In what ways do we destroy our bodies?  
(Answer: We destroy our bodies by abusing them or by not using them according to God's commandments—taking drugs, hitting ourselves or others, or even eating too much.)
3. How can we use our bodies as holy places for God to dwell?

#### **Word clarification:**

Temple (a church or holy place)  
Dwell (to live inside)

#### **Read: *Horton Hears A Who***

This book tells the story of Horton, the kindhearted elephant who rescues the citizens of Whoville.

Discuss the humanity and dignity of all people.

#### **Discussion:**

All people, no matter what size or shape, are people. All people are created to be temples a soul and the Holy Spirit. Even people who are very sick or very old are temples of the Holy Spirit, which means that God lives in them.

Even little babies who are no bigger than the size of the tip of your pencil are temples of the Holy Spirit. We should look for God in everyone no matter how big or small they are. We should treat everyone like they have God inside him or her. We should never hurt or mistreat others because they are temples of God just like we are.

**Activity:**

Discuss with children how we care for our bodies as temples. Ask children to bring in a personal hygiene product or food item to donate to a homeless shelter or women's and children's shelter to help others take care of their "temples."

**Closing Prayer:**

Dear God, Thank You for our bodies. Thank You for living in us. Thank You for other people. Help us to remember that You are inside of everyone and help us treat everyone like temples of Your Holy Spirit. Amen.

## **Bibliography: Third Grade**

Dr. Seuss. *Horton Hears A Who*. New York: Random House Books for Young Readers, 1954.

*Let Me Live*. By Pat Boone. Videotape. Los Angeles: Spone Music- ASCAP, 1984.

Parker, Gary E. *Life Before Birth: A Christian Family Book of Human Dignity*. Green Forest, AR: Master Books, 1987.

# ***Fourth Grade***

## Lesson 1 – Growth and Development in the Womb

### Grade 4

**Time:** 20-30 minutes

**Materials:** Age-appropriate Bible

“Life Before Birth” ruler or any depiction of prenatal growth/development  
The “Life Before Birth” ruler can be purchased online from various pro-life organizations (see *Victory Won*, *Priests for Life*, or *Heritage House 76*). It would be a good addition to this lesson, especially because it emphasizes and depicts the growth and development of an unborn baby. Also, this would be a good beginning of the year gift to the students for them to keep for all their projects throughout the year as a reminder.

**Media:** TV, VCR  
Ultrasound Video of unborn baby in mother’s womb

**Goal:** Children should learn about the growth development of babies in the womb.

**Prayer:** The Hail Mary

**Bible Verse:** Read Jeremiah 1:5

God made me and knew me in my mother’s womb.

Discuss meaning of this verse.

Questions:

1. Where are you before you are born?
2. How can God know you before you are born?
3. What does God have planned for us in our lives?
4. What are some of the things God gives us that help us serve him?

**Word clarifications:**

1. What does womb mean?  
(Answer: the special place that God gives mothers to keep babies before birth)
2. Remember in the prayer, the Hail Mary, when we say “blessed is the fruit of your womb”? Consider the meaning behind this. Who is the fruit of Mary’s womb?  
(Answer: Jesus)
3. Who is the fruit of your mother’s womb?  
(Answer: You)
4. What does the word consecrated mean?  
(Answer: dedicated)



5. How are our lives dedicated to God before we are born?  
(We are made in his image to know, love, and serve him)

**Show ultrasound video.**

Tell children that they are watching a video of a baby in the womb. Point out hands, eyes, and any body parts or activities of the baby.

Present to children some important pre-birth milestones that babies reach while in the womb. Baby's heart begins beating at 18 to 21 days once God places them in the womb. Brain waves can be detected and recorded by 5-6 weeks in womb. Baby starts to move at 6-7 weeks in womb. Unborn babies can suck their thumbs. They have finger and toe prints. They can feel pain. Even two months before they are born, they can taste with their taste buds.

**Discussion:**

1. Ask children to consider what sorts of other things they know of that babies can do in the womb. Think of all the things that must develop for a baby to survive outside the womb.
2. Consider the five senses and your spirit. How do we serve the Lord with our eyes, nose, ears, mouth, hands, and spirit?
3. How can we dedicate our bodies and souls to him?

**Closing Prayer:**

Dear God, Thank You for placing me in my mother's womb and giving me time to grow there. Thank You for giving me life and all the things I need to know, love, and serve you during my life. Help me to dedicate all I do to You, that I may be all You want me to be. Amen.

## **Lesson 2 – Human Beings are Made in the Image of God; Importance of Genes**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** Age-appropriate Bible

**Media:** Pictures of babies at various stages of development (possibly from a brochure)

**Goal:** Children will know that all people have everything they need to be images of God from the moment they are placed in the womb and that God uses genes to tell our bodies how to grow and develop.

**Prayer:** The Glory Be

**Bible Verse:** Read Genesis 1:27

God made us to be like Him.

Discuss meaning of this verse.

Questions:

1. Why would God create us to be like him?
2. How did God create the first person? (Recall the story of Adam and Eve). Are people made from clay, like Adam and Eve, today?
3. When does life begin?

**Word clarification:**

1. What is an image?  
(Answer: Something that is very much like another thing, like a reflection in a mirror)
2. How are we images of God?
3. How are we images of our parents?
4. What is divine?  
(Answer: Supremely good, heavenly, and Godlike)
5. How do we reflect the God in us?

**Discussion:**

1. Ask children to think of people that they know who best reflect the image of God. (Mother Teresa, Pope John Paul II, a grandparent, aunt, uncle, parent, little child, etc.) Discuss why these various people can be good reflections of God.
2. Discuss how we can be good reflections of God.

3. Consider how a baby before he or she is born is a reflection of God.
  - He or she may have features like his or her parents, who are reflections of God.
  - He or she may be able to move around and therefore can one day be an image of God in doing good works.
  - He or she has a soul from the moment God places him or her in the womb, so pre-born babies are a good reflection of heavenly goodness and are like God in spirit, just like all of us when we try to do God's will.

**Instructions:**

Consider that we are all made to be like God from the moment we are placed in the womb. While we are not made from clay, we are made from genes (tiny instructions in our body cells that tell us what we look like). God uses these genes to help us grow and develop in our mother's womb. From the very moment God puts us in our mother's womb, we have all the genes (instructions) that we need to grow.

Even when we are the size of the tip of a pencil, we still have everything we need to be images of God—especially a soul! Show pictures of babies at different stages of development in the womb. Point out the different developmental stages (heartbeat, fingers, toes, eyes, mouth, hair, etc.).

**Closing Prayer:**

Dear God, thank You for our genes. Thank you for giving us all the things we need to be like You. Help us to use our gifts to love and serve You. Amen.

## **Lesson 3 – Gift of Life is Received at Conception; God’s Gift Used to Love and Serve**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** Paper, pencils  
Age-appropriate Bible

**Goal:** Children will know that the gift of life is given to everyone from the first moment they are created in the womb and that each person is special because God gives us all gifts to love and serve him through each other.

**Prayer:** The Hail Mary

**Bible Verse:** Read 1 Corinthians 7:7

God gives everyone special gifts that we use to love and serve him with our bodies and souls.

Discuss meaning of this verse.

Question:

What are some gifts that God gives us to love and serve him with our bodies and souls?

#### **Word clarification:**

What does gift mean?  
(Answer: something given to someone freely)

#### **Discussion:**

Ask children to think about the different sorts of gifts that they have received during their life. Ask each child to think of the most special gift they have ever received.

Then, suggest that God has, in fact, given them the best gift: Life! When are we given this gift? Is it when God places us in our mother’s womb? Is it when we are born?

God first gives us our gift of life when we are placed in our mother’s womb. He continues to give us this gift everyday and with every breath we breathe and every beat of our heart. Life, the biggest and best gift of all, is like a big present that has lots of smaller parts.

One of the first and most important parts of the gift of life is the gift of our soul. From the very moment we are created in our mother’s womb, we are given a soul.

Even before we have a heartbeat, a brain, hands, feet, and everything else, we have a soul. It is through our soul that God continues to give us other spiritual gifts like: love, truthfulness, hope, faith, kindness, patience, etc.

**Activity:**

An Austrian Christian tradition is to write a letter to Jesus, the Christchild, for Christmas. These letters are called Christkind Letters and are written by children and adults as a sort of resolution and gift wish letter for the whole year. It is believed that once the letters are written, your guardian angel delivers the letter to Jesus.

Have the children write their own Christkind Letter. Suggest that their letter include ideas of how they intend to use their gifts in God's service and ask Jesus for other gifts that they may need in their lives.

Have them place their letters in a sealed envelope in their Bibles.

**Closing Prayer:**

Dear God, Thank You for giving me the gift of life. Help me to use all my gifts to love and serve You. Please give me gifts that help me become more like You. Help me to remember all the little babies in their mother's womb who You have given the gift of life. Thank You for all life. Amen.

## Lesson 4 – Pre-Born Babies are Living Persons and are Children of God Grade 4

**Time:** 20-30 minutes

**Materials:** A boxed jigsaw puzzle  
Age-appropriate Bible

**Goal:** Children will know that pre-born babies are living human beings and children of God even before their bodies are fully formed.

**Prayer:** The Our Father

**Bible Verses:** Read Psalms 139:15-16

God knew and saw us while we were still in the womb.

Discuss meaning of this verse.

Questions:

1. What is the secret place?  
(Answer: a mother's womb)
2. Why is it called secret?  
(Answer: because inside it is not visible to everyone)
3. What does it mean to be "woven together"?  
(Answer: this refers to how we grow and develop in our mother's womb)

### Word clarifications:

1. What is someone's frame?  
(Answer: all a person's parts fitted together and united to make up a person's body)
2. What is an unformed body?  
(Answer: a body that is not yet fully developed or mature, like that of a baby in the womb or a young child who is not fully grown yet)

### Instructions:

It was not long ago that it was impossible to see a baby in the womb. Today, however, we have technology that allows us to get a glimpse of a baby while he or she is still in his or her mother's womb before he or she is even born. We have special cameras and devices that let us see the different stages of development of a baby before he or she is born.

Because of this special technology, we are able to see what only God used to be able to see. We can see into the once "secret place," a mother's womb. And although we can see a baby throughout his time in the womb, sometimes it is difficult to pick out different body parts on the developing baby.

But just because we see a baby's "unformed body", we still know that God is "weaving" this little person's body so that it can grow, develop, and become

ready to be born and most importantly we know that the little baby has a soul. Even when it is difficult to see the little baby in the womb, we still know that he or she is a child of God, because He tells us that even when we were in our mother's womb (the secret place) that he could see us and he knew us even when we were not yet fully formed.

**Discussion:**

Show a few pictures of a baby at different stages of development. Talk about the different things that a baby can do as he grows and develops in the womb.

Explain that even when a baby in the womb doesn't resemble a baby, we still know that he is a living human being because God tells us that he or she has a soul.

Also, he or she is continuing to grow and develop parts that prepare him or her to be born. And so, even though the body of a baby in the womb is not fully formed, we know that he or she is a living child of God.

**Activity:**

Have children put together a jigsaw puzzle. Do not let them see the box or a picture of what the puzzle depicts. Have them work together to figure how to construct the puzzle. Depending on the number of pieces and complexity of the puzzle, this may be a long-term project.

Explain to the children how putting together the puzzle piece by piece without knowing the end result is similar to how parents feel when they are expecting a baby. The curiosity and excitement are often predominant points of interest. Also, point out that despite the puzzle not being fully constructed, it becomes increasingly evident what the puzzle depicts. Likewise, a baby in the womb grows until it is fully formed and is ready for birth.

**Closing Prayer:**

Dear God, Thank You for forming me in my mother's womb. Thank You for my life before and after I was born. Thank You for all the special things I can do. Please be with me as I continue to be formed in Your image. Amen.

## **Lesson 5 – See Live Images of Baby in the Womb**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** Handout, Crayons  
Age-appropriate Bible

**Media:** TV, VCR

**Goal:** Children will see live images of a baby in the womb.

**Prayer:** The Glory Be

**Bible Verse:** Read Psalms 139:14

God, our Creator, has made us well.

#### **Read: Psalms 139:14**

Discuss meaning of this verse.

Questions:

1. Who is our Creator?  
(Answer: God)
2. How does this Scripture tell us we are made?  
(Answer: Fearfully and Wonderfully)

#### **Word clarifications:**

1. How is the word fearfully used here?  
(Answer: It expresses the greatness with which we are made by God.)
2. What does it mean to fear the Lord?  
(Answer: It does not mean to be scared of him.)
3. Why would someone be scared of his or her heavenly Father?  
(Answer: It means that we should recognize God's awesome power and his supreme greatness.)
4. So, what does it mean that we are fearfully and wonderfully made?  
(Answer: It means that God has made us with so much love and attention to detail that it is AWESOME.)

#### **Video & Discussion:**

Explain that we are going to watch a video that uses the special technology, which allows us to see a baby who is still inside the womb. Remind children of previous lessons and recount the things that the children remember about babies who are still in the womb. What can babies in the womb do?

Show the video *Let Me Live* (VHS, Pat Boone Enterprises 310-858-0044)



Questions:

1. Ask children what they thought of the video.
2. Isn't it amazing that we can see into a womb?
3. Isn't it fun to watch a little baby in his or her mother's womb?
4. What was the most amazing or interesting thing about watching a baby in the womb?
5. What do you think it must be like to be in the womb?
6. What sorts of things did you learn about a baby in the womb?

**Closing Prayer:**

Dear God, Thank You for making me so wonderfully. Thank You for giving me life. Thank You keeping me safe in my mother's womb until it was time for me to be born. Thank You for my parents. Bless all the little babies in their mothers' wombs and all the parents who are waiting for their babies to be born. Amen.

## Lesson 6 – Learn How God Cares for His Creation

### Grade 4

**Time:** 20-45 minutes

**Materials:** Paper cups, Soil, Seeds, Water  
Age-appropriate Bible

**Media:** Book: *The Wonderful Way that Babies are Made*, by Larry Chistensen

**Goal:** Children will learn how God cares for his creation

**Prayer:** The Our Father

#### Activity 1:

After the opening prayer, recall the line “Give us this day our daily bread.”

Questions:

1. Ask children what this could mean.  
(Answer: God gives us what we need to live.)
2. Discuss how God gives us the things we need to live. What sort of things do we need?
3. Where do we get our food, house, clothes, etc.?  
(Answer: Our parents help provide them by working hard.)
4. Where do babies in the womb get what they need?  
(Answer: From their mothers)

**Bible Verse:** Read Job 10:8

How God cares for his creation, especially babies in the womb

Discuss meaning of this verse.

How has God formed and fashioned us?

(Answers may vary—recall the story of creation, consider that God places babies in the womb, and consider that God’s grace fashions us in his image every day as we grow in love and wisdom.)

#### Word clarification:

What does formed and fashioned mean?

(Answer: to create something, to mold it or make it, to care for it)

#### Read book: *The Wonderful Way that Babies are Made*

Discuss the book as appropriate for the lesson. Explain how God is the Creator of all things, especially human beings. He creates us (forms us) and cares for us (fashions us). He gives us what we need to live and serve him. He allows us to grow and mature in his image even from the moment we are placed in the womb.

Like seeds, we grow and mature from something very small that doesn't really look like what it will become. With the proper care, we grow to become adults just like seeds grow to become plants.

**Activity 2:**

Have children plant grass seeds (or any fast growing plant seeds) in paper cups. Make a list with children of the sorts of things plants need to grow (water, sunlight, etc.).

Have children take home their cups and encourage them to take care of the plants by giving them the proper things they need to grow and remember that by taking care of their plants, they are helping God care for His creation.

**Closing Prayer:**

Dear God, Thank You for giving us our daily bread. Thank You for giving us all the things we need to live. Thank You for our mothers who cared for us in the womb and our parents who care for us every day. Amen.

## **Lesson 7 – Babies are Gifts from God**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** Pictures that children bring in from home  
Age-appropriate Bible

**Goal:** Children will know that babies are gifts from God.

**Prayer:** The Our Father

**Bible Verse:** Read James 1:17

Discuss the meaning of this verse.

Questions:

1. What does the phrase “from above” mean?  
(Answer: from God who is the Father of heavenly lights)
2. What are some good gifts he gives us?  
(Answers may vary—our families are good gifts, babies are good gifts, etc.)

#### **Discussion:**

1. Who makes up a family? (Answer: parents, children, grandparents, and babies)
2. How does each of these members of a family help the good of the whole family?  
(Answer: Parents teach and provide, children bring joy and help, grandparents care for us and teach us, babies bring joy and responsibility and love) Humans are always created as good gifts because we are made in the image and likeness of God, who is perfect goodness.

#### **Activity:**

Have children bring pictures of their moms while they were pregnant with them or with their siblings, pictures of themselves as babies, and pictures of their families. Break up into groups of 3 or 4. In small groups have children tell stories about the pictures they brought. Tell children to focus their discussion about how each member of their family is a gift from God.

#### **Discussion:**

Gather the class back together and share a couple of stories with the whole class about how family members are gifts from God.

Questions:

1. Who is the oldest member of your family?
2. Who is the youngest member of your family?
3. Who is the strongest?

4. Who is the loudest?
5. Who is the funniest?
6. Who is the kindest?
7. Who is the most important?  
(Answer: Everybody is important in his or her own way and are special gifts to the whole family). Grandparents and even babies in the womb bring families much joy and love and allow us to see God in different ways in different people.

**Closing Prayer:**

Dear God, Thank You for our families. Thank You for babies in the womb, our brothers and sisters, our parents, aunts and uncles, cousins and grandparents. Thank You for everyone who plays an important role in our lives and families. Thank You for showing Yourself to us in so many different ways and faces. Amen.

## **Lesson 8 – How Babies are Formed in the Womb and Grow**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** Age-appropriate Bible

**Media:** Book: *Life Before Birth*, by Gary Parker

**Goal:** Children will learn about how babies are formed in the womb and grow.

**Prayer:** The Hail Mary

**Bible Verse:** Read Ephesians 2:10

Discuss the meaning of this verse.

How are we God's workmanship?

(Answer: God is the potter and we are his clay. He created us and fashioned us. He is the creator and we are his creation. He is the artist and we are the artwork.)

**Read book:** *Life Before Birth* (or excerpts as appropriate):

**Discussion:**

Talk to children about the different stages of fetal development. Going backwards in time, point out how similar a baby in the womb at 9 months is to a newborn, how similar a baby at 8 months in the womb is to a baby at 6 months in the womb, and so on. Emphasize that no matter what they look like, babies in the womb are always alive and completely human.

**Closing Prayer:**

Dear God, Thank You for creating us in Your image. Thank You for giving us life from the moment You placed us in our mother's womb. Amen.

## **Lesson 9 – God Created Us to Do Good Works**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** May vary depending on the service project children choose  
Age-appropriate Bible

**Goal:** Children will learn that God created us to do good works

**Prayer:** The Glory Be

**Bible Verse:** Read Ephesians 2:10

Discuss meaning of this verse.

Questions:

1. What sort of good works can we do to serve God?
2. What sort of good works can we do to serve each other?
3. How can we show Jesus to others by the things we do?

#### **Discussion:**

1. How can we serve God with our bodies? (E.g., do good works to help people in need)
2. Name some ways that we can offend God with our bodies. (E.g., hitting people)
3. How do mothers serve their children and God with their bodies? (E.g., taking care of their babies—feeding them, hugging them, etc.)
4. What about mothers who have babies in their wombs?
5. Do we serve God even when we do things that are difficult?

#### **Instructions:**

Explain to children that God creates us to use our bodies as special tools to do good works. We are supposed to serve God and each other with our bodies. Mothers use their bodies to serve God by carrying babies until they are ready to be born.

Sometimes it is very difficult for mothers to carry babies in their wombs. Sometimes they get very tired and it becomes uncomfortable, but they are happy to carry babies in their wombs because it is God's special work especially for mothers to do.

#### **Activity:**

Have children break up into groups of 3 or 4. Have them discuss how they can use their bodies to serve others. Have children plan a service project. Ideas:

throw a shower for pregnant mothers who are in need or do a puppet show for a younger class to teach them about serving God with their bodies. Gather the class together and vote on a project that everyone can do together. \*\*\*Good end of the year activity!

**Closing Prayer:**

Dear God, Thank You for creating us to do good works. Thank You for our bodies that help us serve You and each other. Thank You for mothers who serve You in such a special way by carrying babies in their wombs. Help us all to do your good work and show Jesus to others by the things we do. Amen.



## **Lesson 10 – Our Souls Dwell in Our Bodies, Regardless of Body Size or Shape**

### **Grade 4**

**Time:** 20-30 minutes

**Materials:** Pencils, Paper  
Age-appropriate Bible

**Goal:** Children will know that our bodies are important places for our souls to dwell, no matter what size or shape

**Bible Verse:** Read 1 Corinthians 3:16-17

Discuss the meaning of this verse.

1. How are our bodies temples?  
(Answer: Our souls and the Holy Spirit dwell in our bodies just as people dwell in a temple.)
2. In what ways do we destroy our bodies?  
(Answer: We destroy our bodies by abusing them or by not using them according to God's commandments—taking drugs, hitting ourselves or others, or even eating too much.)
3. How can we use our bodies as holy places for God to dwell?

#### **Word clarification:**

Temple: a church or holy place

Dwell: to live inside

Explanation & Discussion:

All people, no matter what size or shape are people. All people are created to be temples of a soul and the Holy Spirit. Even people who are very sick or very old are temples of the Holy Spirit, which means that God lives in them.

Even little babies who are no bigger than the size of the tip of your pencil are temples of the Holy Spirit. We should look for God in everyone no matter how big or small they are. We should treat everyone like they have God inside him or her. We should never hurt or mistreat others because they are temples of God just like we are.

#### **Activity:**

Have children break up into groups. Each group will be given one specific group of special people to discuss (unborn, elderly, handicapped, sick). Have each group answer these questions:

1. How are people in this group different from the rest of us?
2. How is this group of people important?

3. How do they show us Jesus?
4. How do we know that God dwells in them?
5. How can we better serve this particular group of people?
6. How can we protect them to make sure they are safe from harm or destruction?

**Discussion:**

Have each group choose a speaker and share the answers to the questions with the rest of the class. Open the discussion to the whole class.

**Closing Prayer:**

Dear God, Thank You for our bodies. Thank You for living in us. Thank You for other people. Help us to remember that You are inside of everyone and help us treat everyone like temples of Your Holy Spirit. Amen.

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# ***Fifth Grade***

**Abortion is not mentioned in 5<sup>th</sup> grade.**

Developmental information for the Spiritual Adoption Program can be found at various Internet sites, such as [http://www.cpfornlife.org/pro\\_life\\_education.htm](http://www.cpfornlife.org/pro_life_education.htm) (scroll to bottom of link). Some sites also sell fetal development posters that can be posted in a classroom and used for the Spiritual Adoption Program.

## Lesson 1 – Phases of Life

### Grade 5

**Time:** 30-45 minutes

**Materials:** Lima beans  
Family photos of babies, children, adults, and senior citizens  
Additional reading/reference material: The Gospel of Life [*Evangelium Vitae*]

**Concept:** We started as humans—from a zygote—and move through stages, going to elderly. Increases awareness and respect for life at all stages from womb to tomb. Upholds the Gospel of Life. We do not live for ourselves alone. Christ taught service to others, most especially the least among us.

**Prayer:** The Hail Mary

**Activities:**

1. Spiritual adoption, 1<sup>st</sup> month
2. Bring photos of family members, including students as babies, toddlers
3. Lima bean experiment
4. Do you look the way you'll look when you're all grown up?
  - a. Discuss at this point that life is a continuum, we all look different from the way we looked when we were younger and we will all look much different when we are older.
  - b. How a person looks at any particular stage of life does not determine how human he or she is. In fact, growing and changing in appearance is a characteristic of being human.
  - c. Everyone starts as a human and ends as a human.
5. Bring photos of family members, including students as babies, toddlers, and grandparents. Ask students what they remember about them.

## Lesson 2 – Story of Creation

### Grade 5

**Time:** 30-45 minutes

**Materials:** Bible  
Inkpad  
Paper  
Poster board or plain paper

**Bible Verses:** On fifth day, God makes creatures of earth and man, an image of God to rule over earth and all creatures (*New American Bible*, Genesis 1:24-31).

**Concept:** Each person has his own individuality.

**Prayer:** The Hail Mary

**Activities:**

1. Spiritual adoption, 2<sup>nd</sup> month
2. Make thumbprints of each student to see how different each is
3. Perform activity where hands are tied and make each student perform something, such as writing (could use mouth to write), flipping book pages (could use nose). Idea to show that we can still function even when we are “limited/challenged”
4. Science: Have each child create on poster paper or sheet of paper a “Human Traits Chart”; make chart of hair color, eye color, eyelashes. Note that there is only one set of DNA unique to each individual, we are all unique (23 chromosomes from each parent)

## Lesson 3 – People are Made in God's Image

### Grade 5

**Time:** 30-45 minutes

**Materials:** Bible  
Photos of celebrities or athletes with disabilities  
Any Special Olympics video  
Cite the example Helen Keller (girl that learned to speak after having been disabled); there's a movie about her titled, *The Miracle Worker*

**Concept:** How we use our gifts from God

**Prayer:** The Hail Mary

**Bible Verses:** John 9:1-12. This is the story of Jesus healing a blind man, who can still do God's work despite his handicap. Jesus says, "As long as it is day, we must do the work of him who sent me."

**Prayer:** Gracious heavenly Father, You have given me many talents that we can use to serve you. Help us determine these talents so we can use them to glorify you daily.

#### Activities:

1. Spiritual adoption, 3<sup>rd</sup> month
2. Talk about well-known people with physical disabilities and the fact that they still possess various gifts, just as everyone does. Examples:
  - Singers & song writers: Stevie Wonder and José Feliciano (known for "Feliz Navidad") – both are blind
  - Former football player Mike Utley – played football for the Detroit Lions and was paralyzed from a game injury; later established Mike Utley Foundation to help raise money for spinal cord damage cure; he continues to have a very active life—for story, go to <http://www.mikeutley.org/>.
  - Painter Joni Eareckson Tada – swimmer who became paralyzed from diving accident and became famous for her paint brushed paintings she did by using her mouth.
3. Homework assignment: Bring in article about a celebrity, athlete, or someone you know who has a physical disability and share with the class what you know about this person, the talents and gifts they have.
4. Show video of Special Olympics.

## Lesson 4 – Babies in the Womb

### Grade 5

**Time:** 30-45 minutes

**Materials:** *A Child is Born*, book that features amazing pictures of the unborn child taken from inside the womb by the famous Swedish photographer Lennart Nilsson

**Media:** *Ultrasound: “A Window to the Womb”* (Real-time ultrasound in womb, baby responds to touch, breathe, jump, yawn, swallow, and suck their thumbs).

**Concept:** Life began before came out of mother’s womb

**Prayer:** The Hail Mary

**Bible Verse:** “Before I formed you in the womb I knew you, and before you were born I consecrated you” (Jeremiah 1:5).

#### Activities:

1. Spiritual adoption, 4<sup>th</sup> month
2. Discuss video
  - a. Were you an active baby in your mother’s womb?
    - i. Ask your parents, could they feel you kick?
  - b. When did baby’s heart begin to beat?  
(Answer: 22<sup>nd</sup> day-reference Spiritual Adoption, 1<sup>st</sup> month).
    - i. At what week you can hear babies’ heartbeats?  
Answer: 2<sup>nd</sup> month (via stethoscope)
  - c. At what week can you determine the baby’s gender?  
Answer: 3<sup>rd</sup> month (via an ultrasound)
  - d. How long were you inside your mother before you were born?
  - e. When did your life start?  
Answer: Form the point God placed you in your mother’s womb.
  - f. Were you a baby inside your mother’s womb?



## Lesson 5 – Safe Place Within the Mother

### Grade 5

**Time:** 30-45 minutes

**Media:** *Fetal Development, Overview*, <http://www.wprc.org/fetal.html> — babies seen through various stages of development in the womb

**Concept:** Health and responsibility of the mother

**Prayers:** Gracious heavenly Father, protect those babies inside their mother’s womb as the mother goes along her way during the day at her work, home, driving, or wherever she may be. Let her know that there is a baby inside her and she needs to take care of herself.

The Hail Mary

#### Activities:

1. Spiritual adoption, 5<sup>th</sup> month
2. Is baby one of the mother’s organ? Answer: No, he or she is a separate individual person living inside the mother’s womb, with his/her own blood type. They are a distinct human being with 46 chromosomes.
3. Scientific Fact: There are 45 cell divisions that occur in a human’s lifetime. The first one occurs at fertilization (sperm and egg contact), 39 doublings of cells by 28 weeks, 41 have occurred by birth, and the remaining 4 occur another 15 to 20 years after birth when adult size has been reached. You have completed 90% of your cell division by birth but the other 10% occur from birth to adulthood. After adulthood all that happens is replacement of dying cells as no new cells occur.<sup>1</sup>
4. Read about the affects to the baby and mother from the following:
  - a. Smoking and drinking
  - b. Air and water pollution
  - c. Car accident  
FACT: Unborn Victims of Violence Act signed by President Bush in April 2004. This was a result of the Laci Peterson case where mother Laci and her unborn child, Conner, were both murdered.<sup>2</sup>
  - d. RESEARCH FURTHER for other cases, such as California case where a father goes to jail for hitting his wife while she was pregnant and the baby died. Note that a wanted baby killed inside the mother’s womb is called murder, but when the baby is NOT WANTED it is called the woman’s *right to choose*.
5. What are some healthy things that a mother can do while pregnant? Examples:
  - Exercise
  - Take vitamins
  - Engage in stress-free activities (e.g., read a book, watch a movie, listen to soft music)

## Lesson 6 – Fetal Development Grade 5

**Time:** 30-45 minutes

**Materials:** Fetal models  
Construction paper  
Crayons and/or markers

**Concept:** Allow students to appreciate and comprehend the size and shape of babies within womb at various stages

**Prayers:** Gracious heavenly Father, help us understand the miracle of life that each one of us has gone through so that others may be able to understand the importance of this miracle.

The Hail Mary

### Activities:

1. Spiritual adoption, 6<sup>th</sup> month
2. Provide fetal models and have students hold in the palm of their hands, see how well formed each model is at different phases (weeks of gestation).
3. Outline of each student's shadow to create a figure. Add colored construction paper to distinguish major parts of the body. Now that we are in the 5<sup>th</sup> month let us add the parts that were completed in each month. (Tie this in with Spiritual Adoption).

Month 1 – Heart, brain, spinal cord, blood vessels, nervous system.

Month 2 – Muscles, teeth buds, all organs in place.

Month 3 – Vocal cords, skin is sensitive

Month 4 – Fingernails, eyelashes, taste buds

Month 5 – Hair, eyebrows

Month 6 – Eyes open, weigh 2 pounds

Why do people think a baby inside the womb is not real or alive before comes out of mother's womb?

(ANSWER: Because they have not seen the baby yet)

## Lesson 7 – Prematurely Born Babies

### Grade 5

This lesson also goes along with 6<sup>th</sup> month of the Spiritual Adoption.

**Time:** 30-45 minutes

**Materials:** Story of Samuel Armas – during his surgery while still in utero, he grabbed the finger of the Vanderbilt University Medical Center surgeon that was operating on him.

**Media:** Video: *How Babies Grow* – in depth fetal development and fact that babies can be born prematurely and still live

**Concept:** Medical technology allows small babies to survive

**Prayers:** Gracious Heavenly Father, we open our minds and our hearts to your word so that each thought and each action is what you would want us to do. Guide us to say the proper words to others that do not understand that a baby exists inside the womb.

The Hail Mary

#### Activities:

1. Spiritual adoption, 7<sup>th</sup> month
2. Video questions;
  - a. What happens if a baby born before 9 months?
  - b. Is it still a baby just because it looks different? Is it alive?
3. Cite examples of babies (“premies”) born before 9 months that have survived. Is there anyone in the class that was born prematurely or that knows someone who was? How prematurely? (The concept is to have students realize that babies can survive outside the mother’s womb even before the usual 9-month gestational period.)
4. Show pictures or a video of premature babies in incubators. How are they similar to full-term babies? (E.g., they are fed, bathed, held at times, etc.) These babies continue their development outside the womb. Today’s premature babies have a better chance of survival than they did in the past because of the medical advancements.
5. Premie care – these babies need milk, warmth (artificial light), physical touch, and hearing voices
6. Guest Speaker: Have a doctor or nurse from Neo-natal Intensive Care Unit (NICU) come and talk to the class (must be pro-life).

## Lesson 8 – What If You Were Not Born? Grade 5

This is similar to lesson #3, “People are Made in God's Image,” and again covers the idea that people can use their gifts from God”

**Time:** 30-45 minutes

**Materials:** 10-week-old baby pin

**Media:** Reference to video, *It's a Wonderful Life* (starring Jimmy Stewart) where Angel shows him what life would have been if he had not been born.

**Concept:** What would have been the impact if certain people had not been born?

**Prayer:** The Hail Mary

**Bible Verses:** Birth of Jesus (Luke 2:1-14).

### Activities:

1. Spiritual adoption, 8<sup>th</sup> month
2. List famous people: Pope, Mother Teresa, and Martin Luther King Jr. What did they do?
3. What if they had not been born, what would be the outcome?
4. Consider the impact on the world if some of great leaders had not been born (e.g., Presidents Washington, Jefferson (Revolutionary War), Lincoln (freed slaves), and Reagan (Russia's fall); Emperor Constantine (made stopped the persecution of Christians in Rome); Mother Teresa (served and saved sick/poor)
5. Think about those not yet born that will find cure for cancer, diabetes, heart disease, AIDS, etc.
6. Give each child pin of 10 week “precious feet.” By wearing these tiny feet on your garment, you are speaking for those that cannot speak for themselves. When people ask they need to know that this is the size of a 10-week-old baby growing inside the mother's womb.

## Lesson 9 – Your Life is a Gift from God

### Grade 5

**Time:** 30-45 minutes

**Materials:** Bible

**Concept:** Only God can give life and only God can take away life.

**Prayer:** The Hail Mary

**Verse:** “We are created to do God’s work. For we are his handiwork, created in Christ Jesus for the good works that God has prepared in advance, that we should live in them” (Ephesians 2:10).

#### **Activities:**

1. Spiritual adoption, 9<sup>th</sup> month
2. Capital punishment: The Catechism of the Catholic Church states that the death penalty is only allowed in extreme cases, otherwise the use of “bloodless” means of punishment are sufficient to defend and protect the public.<sup>3</sup>
3. Assisted suicide; talk about how older people are as valuable as anyone else, because they seem unable to help themselves does not make them less human. They deserve same dignity as anyone else.
4. Boy finds candy and teacher allows him to keep it but he must share with others. None of the students bought the candy yet when the boy found it he is selfish and wants to keep it. However when you are reminded that the gift is from God the problem is much easier to solve. Use this example that the gift of life given to you must be shared with others by participating in this life through giving of yourself for others, but never thinking your life belongs to you, it belongs to God. The lesson here is about not hurting your body or another person’s body.

## Notes – Fifth Grade

1. J. C. and Mrs. Willke, *Handbook on Abortion*, 1979, p. 27.
2. Unborn Victims of Violence Act of 2004 (Laci and Conner's Law), Pub. L. 108-212, 1 April 2004, Stat. 18 USCA Section 1841.
3. *Catechism of the Catholic Church*, 2<sup>nd</sup> ed., 1994, par. 2266-7.

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# ***Sixth Grade***

**Abortion is mentioned for first time in sixth grade.**

Developmental information for the Spiritual Adoption Program can be found at various Internet sites, such as [http://www.cpforlife.org/pro\\_life\\_education.htm](http://www.cpforlife.org/pro_life_education.htm) (scroll to bottom of link). Some sites also sell fetal development posters that can be posted in a classroom and used for the Spiritual Adoption Program.



## Lesson 1 – Celebrating Life

### Grade 6

**Time:** 30-45 minutes

**Materials:** *Diary of a young girl* (Anne Frank), a 6th grader in Hitler's Germany  
*The Adventures of Huckleberry Finn* (book)

**Concept:** God wants us to live and allow life to continue.

**Prayer:** The Hail Mary

**Teachings:** Catechism of the Catholic Church states: "The inalienable rights of the person must be recognized and respected by civil society and the political authority. . . . Among such fundamental rights one should mention in this regard every human being's right to life and physical integrity from the moment of conception until death. . . ."<sup>1</sup>

#### Activities:

1. Spiritual adoption, 1<sup>st</sup> month
2. Hitler convinced the people of Germany that they were a superior race and there was a need to get rid of their weaknesses (e.g., the Jews, elderly, disabled). He didn't value them as humans.
3. Read portion of *Huckleberry Finn* out loud when Huck witnesses Big Jim cry and recognizes that he too has emotions, until that time Huckleberry was taught that slaves did not have emotions because they were not human. Parallel slavery with abortion and how the two compare, i.e. lies and misleading information provided to most people has allowed the inhuman treatment and destruction of human life.
4. Ask students:
  - a. "What can we do as young men and women to reach out to the elderly?"  
Ideas include: Adopt a grandparent (someone who is alone) in your parish or neighborhood and make a commitment to visit weekly, help with a chore, and/or pray for that person.
  - b. How can an elderly person help us? Answer: With their knowledge and wisdom, they teach us about history, how life was in the past, they teach us "how to's" that may be different than how you were taught by your parents. When they die what they know will go with them, but they leave behind the contributions they made and their talents/gifts.

## Lesson 2 – Government's Role, Part 1

### Grade 6

**Time:** 30-45 minutes

**Materials:** Catechism of the Catholic Church (CCC)  
Additional reading:

- National Right to Life Committee (NRLC) newsletters
- Educational material from *Priests for Life* (online), Father Frank Pavone

**Media:** Video: “*I’m just a Bill*” (How a bill becomes law), Schoolhouse Rock

**Concept:** Vote so the babies inside the mothers’ wombs can have a chance to.

**Prayer:** The Hail Mary

**Teachings:** *Evangelium Vitae* [The Gospel of Life, Section 73] verses and/or Catechism of the Catholic Church (CCC) N. 2272-2273

**Introduction:** Start by reading aloud these quotes on the proper role of government:

"The first and only legitimate object of good government is the care of human life, not its destruction!"

--Thomas Jefferson, author of the Declaration of Independence and America's third president.

In his book, "Notes on the State of Virginia," Jefferson said, writing as a lifelong slave owner, "Indeed I tremble for my country when I reflect that God is just: that his justice cannot sleep for ever." Imagine what Jefferson would say today, in this culture of death.

Pope John Paul II, *The Gospel of Life*, section 73 (excerpt). Abortion and euthanasia are crimes which no human law can claim to legitimize. There is no obligation in conscience to obey such laws; instead there is a *grave and clear obligation to oppose them by conscientious objection*. In the case of an intrinsically unjust law, such as a law permitting abortion or euthanasia, it is therefore never licit to obey it, or to "take part in a propaganda campaign in favor of such a law, or vote for it".

#### Activities:

1. Spiritual adoption, 2<sup>nd</sup> month.
2. *Roe vs. Wade* legalized abortion in 1973. Before then abortion was not legal in the US.
3. Legislative Process; make or bring chart of how a bill becomes a law. Suggest using Schoolhouse Rock video. Remind students the role that we have in the legislative process. Emphasize importance of becoming active in promoting and encouraging a God-pleasing decision on that bill by contacting your congressman
4. Preamble of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness.”

## Lesson 3 – Government's Role, Part 2

### Grade 6

**Time:** 30-45 minutes

**Materials:** Catechism of the Catholic Church (CCC), National Right to Life Committee (NRLC) newsletters, *Priests for Life* website (PFL) by Father Frank Pavone.

**Media:** Video: "I'm just a Bill" (How a bill becomes law), Schoolhouse Rock

**Concept:** Continue previous lesson here.

**Prayer:** The Hail Mary

**Teachings:** *Evangelium Vitae* [The Gospel of Life, Section 73] verses and/or Catechism of the Catholic Church (CCC), paragraphs 2272-2273.

**Introduction:** Start by reading aloud these quotes on the proper role of government:

"The first and only legitimate object of good government is the care of human life, not its destruction!"

--Thomas Jefferson, author of the Declaration of Independence and America's third president.

In his book, "Notes on the State of Virginia," Jefferson said, writing as a lifelong slave owner, "Indeed I tremble for my country when I reflect that God is just: that his justice cannot sleep for ever." Imagine what Jefferson would say today, in this culture of death.

Pope John Paul II, *The Gospel of Life*, section 73 (excerpt). Abortion and euthanasia are crimes which no human law can claim to legitimize. There is no obligation in conscience to obey such laws; instead there is a *grave and clear obligation to oppose them by conscientious objection*. In the case of an intrinsically unjust law, such as a law permitting abortion or euthanasia, it is therefore never licit to obey it, or to "take part in a propaganda campaign in favor of such a law, or vote for it".

#### Activities:

1. Spiritual adoption, 3<sup>rd</sup> month
2. What our faith says about committing an abortion or taking part in one – the CCC states that committing an abortion will result in excommunication from the Catholic Church and the Church points out the gravity (seriousness) of this crime to the parents of the aborted baby and to society.<sup>2</sup>
3. For further reading, students can read up on issues affecting life and social justices. NRLC newsletters and *Priests for Life* (online) newsletters and columns (by Father Pavone) are good sources for additional reading material.

## Lesson 4 – Babies in the Womb

### Grade 6

**Time:** 30-45 minutes

**Materials:** *A Child is Born* features amazing pictures of the unborn child taken from inside the womb by the famous Swedish photographer Lennart Nilsson

**Media:** *Ultrasound: “A Window to the Womb”* (Real-time ultrasound in womb, baby responds to touch, breathe, jump, yawn, swallow, and suck their thumbs).

**Concept:** Life began before came out of mother’s womb.

**Prayer:** The Hail Mary

**Bible Verse:** “Before I formed you in the womb I knew you, and before you were born I consecrated you” (*New American Bible*, Jeremiah 1:5).

#### Activities:

1. Spiritual adoption, 4<sup>th</sup> month
2. Discuss video
  - a. Ask your parents when they heard your heart for the first time how did they feel?
    - i. When did baby’s heart begin to beat?  
(Answer: 22<sup>nd</sup> day-reference Spiritual Adoption, 1<sup>st</sup> month).
    - ii. At what week you can hear a baby’s heart beat?  
Answer: 2<sup>nd</sup> month (via stethoscope)
  - b. At what week can you determine the baby’s gender?  
Answer: 3<sup>rd</sup> month (via an ultrasound)
  - c. How long were you inside your mother before you were born?
  - d. Were you alive before you were born?
  - e. When did your life start?  
Answer: Form the point God placed you in your mother’s womb.
  - f. Were you a baby inside your mother’s womb?

## Lesson 5 – Culture of Death, Part 1

### Grade 6

**Time:** 30-45 minutes

**Concept:** Abortion: Killing of innocent unborn baby

**Material:** *Roe vs. Wade* Decision, 1973, US Supreme Court Decision.

**Prayers:** Pray for those mothers and fathers that are contemplating (thinking about) an abortion, that they may do what is just and moral to fulfill God's desire to choose life.

The Hail Mary

**Verse:** "My frame was not hidden from you, when I was being made in secret, intricately wrought in the depths of the earth" (Psalms 139:15).

#### Activities:

1. Spiritual adoption, 5<sup>th</sup> month
2. Define abortion; Forcefully removing baby from the mother's womb with the intention that baby would NOT survive.
3. When can you have an abortion?  
(Answer: Because of *Roe vs. Wade*, anytime from conception up to 9 months).
4. Sample methods of abortion:
  - a. Chemical poisoning using an injection to the baby
  - b. Removing the babies' body parts with a vacuum
  - c. Deliver entire baby's body and leaving the head inside so that a sharp instrument can be used to stab and kill the baby. The baby's brain is then removed with a vacuum. This is one also known as Partial Birth Abortion (PBA).

There is no anesthesia used on the baby during any abortion.

## Lesson 6 – Culture of Death, Part 2

### Grade 6

**Time:** 30-45 minutes

**Concept:** Abortion: Killing of innocent unborn baby

**Material:** *Roe vs. Wade* Decision, 1973, US Supreme Court Decision.

**Prayers:** Pray for those mothers and fathers that are contemplating (thinking about) an abortion, that they may do what is just and moral to fulfill God's desire to choose life.

The Hail Mary

#### Activities:

1. Spiritual adoption, 6<sup>th</sup> month
2. Why would someone NOT want to have a baby? What are the options?  
(Answer: Give up for adoption)
3. There have been over 45 million abortions since *Roe vs. Wade* was passed into law in 1973. All other countries have followed this terrible example.
4. What does the Catholic Church say about abortion?  
(From conception to natural death, all life is sacred.).

## **Lesson 7 – Social Implications**

### **Grade 6**

**Time:** 30-45 minutes

**Concept:** Euthanasia: Killing of elderly people

**Prayer:** The Hail Mary

**Teachings:** Pope John Paul II said the following: "Recognizing the value of life involves logical legal applications, especially in order to protect those human beings who are not able to defend themselves without help: the unborn, the mentally disabled, the gravely or terminally ill."<sup>3</sup>

#### **Activities:**

1. Spiritual adoption, 7<sup>th</sup> month
2. Terms used by Pro-Abortion:
  - a. "Pro-Choice" vs. "Pro-Death"
  - b. "Euthanasia" vs. "Assisted Killing"

Purpose is to get students to understand how pro-abortionists try to soften their goals by using softer, kinder words that reflect concern for women and paint picture of Pro-life groups as being harsh and unconcerned about women. This will help students evaluate the issues more effectively by seeing the controlled use of terms.

## **Lesson 8 – Only God Should Give or Take Life**

### **Grade 6**

**Time:** 30-45 minutes

**Materials:** Bible  
Catechism of the Catholic Church

**Concept:** Only God can give life and only God can take away life.

**Prayer:** The Hail Mary

**Verse:** “Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God, and that you are not your own? For you have been purchased for a price. Therefore glorify God in your body” (1 Corinthians 6:19-20).

#### **Activities:**

1. Spiritual adoption, 8<sup>th</sup> month
2. Capital punishment: Catechism of the Catholic Church states that death penalty is only allowed in extreme cases, otherwise the use of “bloodless” means of punishment are sufficient to defend and protect the public.<sup>4</sup>
3. Assisted suicide; talk about how older people are as valuable as anyone else, because they seem unable to help themselves does not make them less human. They deserve same dignity as anyone else.
4. Boy finds candy and teacher allows him to keep it but he must share with others. None of the students bought the candy yet when the boy found it he is selfish and wants to keep it. However when you are reminded that the gift is from God the problem is much easier to solve. Use this example that the gift of life given to you must be shared with others by participating in this life through giving of yourself for others, but never thinking your life belongs to you, it belongs to God. The lesson here is about not hurting your body or another person’s body.



## Lesson 9 – Value of All Human Life

### Grade 6

**Time:** 30-45 minutes

**Concept:** Even the elderly have same value as all of us.

**Prayer:** The Hail Mary

**Teachings:** Catechism of the Catholic Church states: "The inalienable rights of the person must be recognized and respected by civil society and the political authority. . . . Among such fundamental rights one should mention in this regard every human being's right to life and physical integrity from the moment of conception until death. . . ."<sup>5</sup>

#### **Activities:**

1. Spiritual adoption, 9<sup>th</sup> month
2. Ask students "What can we do as young men and women to reach out to the elderly?" Ideas include: Adopt a grandparent (someone who is alone) in your parish or neighborhood and make a commitment to visit weekly or help with a chore weekly and pray for that person.
3. How can an elderly person help us? (Answer: With their knowledge and wisdom, they teach us about history, how life was in the past, they teach us "how to's" that may be different than how you were taught by your parents. When they die what they know will go with them, but they leave behind the contributions they made and their talents/gifts.

## Notes – Sixth Grade

1. *Catechism of the Catholic Church*, 2<sup>nd</sup> ed., 1994, par. 2273.
2. *Ibid.*, par. 2272.
3. John Paul II, remarks at the Sunday blessing of the 24<sup>th</sup> annual Day of Life, 3 Feb. 2002.
4. *Catechism*, par. 2266-7.
5. *Ibid.*, par. 2273.

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# ***Seventh Grade***

## Lesson 1 – Life Begins at Conception & Development of Baby Grade 7

**Time:** 40 minutes

**Materials:** Educational literature on prenatal development—teacher can order one brochure per student. A variety of very inexpensive brochures are available from various sources. Here are some suggestions:

- Brochure: *The First Nine Months* (see ordering information below)
- One of the brochures offered at Heritage House 76  
[http://www.hh76.com/pro\\_life\\_products.asp?group\\_id=19](http://www.hh76.com/pro_life_products.asp?group_id=19)

### Objectives:

1. To understand that the life of a person begins at the moment of conception.
2. To be familiar with the stages of a developing baby inside a mother's uterus.
3. **“Life begins at conception—NOT birth. Birth is one day in the life of a person who is already nine months old.”** From <http://www.CpForLife.org>.

**Prayer:** The Hail Mary

**Bible Verses:** “You created every part of me; you put me together in my mother's womb. I praise you because you are to be feared; all you do is strange and wonderful. I know it with all my heart. When my bones were being formed, carefully put together in my mother's womb, while I was growing there in secret, you knew that I was there—you saw before I was born” (*Good News Bible*, Psalms 139:13-16).

### Activities:

1. Tell students that the Catholic Church teaches us that human life begins at the moment of conception. And today we will go over the stages of a developing baby inside a mother's body.
2. Using the selected brochure, the teacher can create a quiz to give at the beginning of the lesson.
3. Distribute the selected brochure and go over it with the students. Allow time for discussion.

### Closing Prayer:

Dear Heavenly Father, it is amazing to think about the miracle of new life. You could have chosen to bring each new life into the world as an already born child or even as an adult. Instead, You chose to knit a part of the mother together with a part of the father in the “secret place” of the mother's womb. Thank You for this miracle of life! Amen.

**Resources:**

Ordering information for the brochure, *The First Nine Months*  
(.35 each, or .25 each for 100 or more:

**Focus on the Family**

P. O. Box 9800,  
Colorado Springs, CO 80995  
1-800-932-9123  
<http://www.family.org/>

*From Conception to Birth: A New Life Unfolds*, by Alexander Tsiaras.

Order from Amazon.com at

<http://www.amazon.com/exec/obidos/tg/detail/-/0385503180/002-2258472-6947214?v=glance>

## **Lesson 2 – Life Begins at Conception & Development of Baby (continued)**

### **Grade 7**

**Time:** 30 minutes

**Materials:** Post-Quiz: To follow up on the material learned from the brochure in the previous lesson, the teacher can create another quiz to test how much of that information was retained by the students.  
Models of developing baby (see Resource Guide below)

**Objectives:**

1. To understand that the life of a person begins at the moment of conception.
2. To be familiar with the stages of a developing baby inside a mother's uterus.

**Prayer:** The Hail Mary

**Bible Verse:** "I chose you before I gave you life" (Jeremiah 1:5).

**Activities:**

1. Tell students that the Catholic Church teaches us that human life begins at the moment of conception. Review the stages of a developing baby inside a mother's womb.
2. Begin lesson with post-quiz.
3. Discuss answers to quiz.
4. Reinforce teaching with models of developing baby (see under Resource Guide).

**Closing Prayer:**

Dear Heavenly Father, it is amazing to think about the miracle of new life. You could have chosen to bring each new life into the world as an already born child or even as an adult. Instead, You chose to knit a part of the mother together with a part of the father in the "secret place" of the mother's womb. Thank You for this miracle of life! Amen.

**Resource Guide:**

Models of embryo/fetal development: This is an excellent tool to help students understand the stages of fetal growth, but the models can be quite costly. For anyone in the Huntsville, Alabama area, the Choose Life/Save-A-Life organization loans these models out to the community. They can be reached at 256-534-1996. If interested in purchasing the models, contact *Heritage House 76* at <http://www.heritagehouse76.com/>.

## Lesson 3 – Video of a Baby in Womb & the Impact of Abortion on Mothers Grade 7

**Time:** 50 minutes

**Media:** TV, VCR  
Video: *Ultrasound: “A Window to the Womb”*

**Objective:** By viewing the video, students will see the life of the baby inside the mother’s uterus, and the psychological impact of abortion on mothers.

**Prayer:** The Hail Mary

**Bible Verses:** “Children are a gift from the Lord, they are a real blessing“ (Psalms 127:3).

“God made everything, and you can no more understand what He does than you can understand how new life begins in the womb of a pregnant woman” (Ecclesiastes 11:5).

**Video:** *Ultrasound: “A Window to the Womb”* (40-45 minutes)

This video is an ultrasound of the unborn in the womb. The class observes the unborn in their natural prenatal environment as they respond to touch, breathe, jump, yawn, swallow, and suck their thumbs. (See resource guide to order video.)

### Closing Prayer:

Dear Heavenly Father, we thank You for Your gift of life to us. We also thank You for helping our parents choose life. It makes us sad to think that so many mothers and fathers have refused to welcome new life into the world. Help the people of our country understand that each life is precious—from the moment of conception until natural death. Each life is a gift from You—a life with a future and hope. Help us make a difference, in Your name, for life! Amen.

### Resource Guide:

Video: *Ultrasound: “A Window to the Womb”*

Contact: <http://www.heritagehouse76.com/>

Or, if you’re in the Huntsville, Alabama area, Choose Life/Save-A-Life (256-534-1996) may have a copy of the video that you could use.



## **Lesson 4 – Video of a Baby in Womb & the Impact of Abortion on Mothers (continued)**

### **Grade 7**

**Time:** 30 minutes (or longer if video from previous lesson is divided between Lessons 3 and 4)

**Materials:** Model of “Young One” (to order model, see following page)

**Media:** *Ultrasound: “A Window to the Womb”* (optional) if video has been divided between Lesson 3 & 4.

**Objective:** By viewing and discussing the video, the students will see the life of the baby inside the mother’s uterus and learn about the psychological impact of abortion on mothers.

**Prayer:** The Hail Mary

**Bible Verses:** “When my bones were being formed, carefully put together in my mother’s womb, when I was growing there in secret you knew that I was there-you saw me before I was born” (Psalms 139:15-16).

#### **Activities:**

1. View remaining portion of video (if not completed in Lesson 3).
2. Discuss the video. Questions to ponder:
  - a. What were some of your feelings as you saw the baby in the womb?
  - b. What effect(s) do you think that abortion had on the women who related their stories?
3. Distribute “Young One,” the model of an 11-12 week pre-born baby, which includes a card detailing fetal development. (See Resource Guide, page 116.)

#### **Closing Prayer:**

Dear God, we thank You for the amazing gift of life inside the mother’s womb. Please heal the women who have been deeply hurt by abortion. Lord, thank You for Your love and forgiveness, even when it is so hard to forgive ourselves. In Jesus’ name we pray. Amen.

**“YOUNG ONE”** is a fetal model of an 11-12 week pre-born baby, which includes a card detailing fetal development. Available from Heritage House 76, <http://www.hh76.com>  
1-800-858-3040

<b>Qty</b>	<b>Price</b>
<b>1-9</b>	<b>0.75</b>
<b>10-49</b>	<b>0.40</b>
<b>50-99</b>	<b>0.36</b>
<b>100-499</b>	<b>0.33</b>
<b>500-999</b>	<b>0.28</b>
<b>1000-4999</b>	<b>0.26</b>
<b>5000+</b>	<b>0.24</b>

## Lesson 5 – Story of Samuel Armas

### Grade 7

**Time:** 30-45 minutes

**Materials:** Samuel Armas Story  
Handout of a pro-life item (such as a magnet or sticker) that shows a photo of a baby with the Bible verse, “Before I formed you in the womb I knew you” (Jeremiah 1:5). Prior to the class, teachers can choose an item and order one for each student. (See Resource Guide below.)

**Prayer:** The Hail Mary

**Bible Verse:** “Before I formed you in the womb, I knew you. Before you were born, I set you apart” (Jeremiah 1:5).

#### Activities:

1. Tell the story of Samuel Armas.  
How many students have heard of Samuel Armas? Samuel was operated on at 21 weeks inside his mother’s uterus. A photograph shows Samuel grasping the hand of the surgeon. He was born weighing 5 lbs., 11 oz., on Thursday, December 2, 1999. He was born at 36 weeks with a big cry to announce himself to the world.<sup>1</sup> You can read more about Samuel’s story at <http://www.pagerealm.com/handhope>. To see a high-resolution image of the famous picture and recent ones from the cover of National Right To Life News with an update go to <http://www.CpForLife.org> and click “THE HAND OF HOPE”.
2. Distribute flyer of baby (Jeremiah 1:5). (See Resource Guide.)

#### Closing Prayer:

Dear Heavenly Father, we thank You for Your gift of life to us. Each life is a gift from You—a life with a future and hope. Help to make a difference in Your name for life! For Jesus’ sake, Amen.

#### Resource Guide:

1. “Fetus Undergoes Surgery Inside the Womb at 21 Weeks” (story about Samuel Armas). To view the story, go to <http://www.pagerealm.com/handhope/>.
2. Handout: various pro-life items that contain a picture of a baby and have the Bible quote, “Before I formed you in the womb, I knew you” (Jeremiah 1:5), can be ordered from:

Heritage House 76  
800-858-3040  
<http://www.hh76.com>.

## Lesson 6 – Review Previous Lessons; Life Begins at Conception Grade 7

**Time:** 30-40 minutes

**Materials:** “Life Before Birth,” full-color *Life* magazine reprint from “Drama of Life Before Birth” by Albert Rosenfeld (see Resource Guide)

**Objective:** To reinforce objectives from previous lessons; that is, to help students understand the miracle of their lives which began in their mothers’ womb.

**Prayer:** The Hail Mary

**Bible Verses:** “Soon afterward Mary got ready and hurried off to a town in the hill country of Judea. She went into Zechariah’s house and greeted Elizabeth. When Elizabeth heard Mary’s greeting, the baby moved within her” (Luke 1:39-42).

### Activities:

1. Present the “Life Before Birth” full-color *Life* magazine reprint. (See Resource Guide.)
2. Question & Answer session to follow.
3. **“Life begins at conception—NOT birth. Birth is one day in the life of a person who is already nine months old.”** Quote from <http://www.CpForLife.org>

**Closing Prayers:** The Hail Mary and the Glory Be

### Resource Guide:

“Life Before Birth,” *Life* magazine, Vol. 58, No. 17, April 30, 1965.  
Full-color *Life* magazine reprint (\$1.75) from *National Right to Life Education Trust Fund*, 202-626-8809

## Lesson 7 – Definition of abortion. Scripture and God Being Against Abortion Grade 7

**Time:** 30-40 minutes

**Objective:** By defining abortion and then exploring Scripture, students will understand why abortion is not God's choice.

American Life League, **Definition of abortion:** The administration of any drug, device, potion, medicine, or any other substance or the use of any instrument or any other means whatsoever with the specific intent of terminating the life of a preborn child [the human being in existence from fertilization until birth] or preborn children; "abortion" shall not be construed to include the following: 1. a case in which the unintended death of a preborn child or preborn children results from the use by a physician licensed to practice medicine under (insert code pertinent to law) of a procedure that is necessary to save the life of the mother or the preborn child or preborn children. And that is used for the express purpose of, and with the specific intent of, saving the life of the mother or of the preborn child or preborn children; 2. a spontaneous abortion; 3. the removal of a preborn child who has died; 4. any therapeutic treatment or surgery performed upon a preborn child or preborn children that results in the unintentional death of a preborn child or preborn children. <http://www.all.org/issues/abdefine.htm>

**Prayer:** The Hail Mary

### Activities:

1. Read definition of what an abortion is (above).
2. Ask the question to students, "Is abortion God's choice?" Tell students that today we will explore Scriptures that support the reason why our Church teaches that abortion is wrong.
3. Then continue with this story:

This is a true story, but the name of the woman has been changed. It takes place in the late 1960s in a small Southern town.

Marion is a 15-year-old high school sophomore. She has been dating her boyfriend for a couple of months. They become sexually active, and she finds herself pregnant. This is considered a scandal in this small Southern town. It is decided that there will be a quick wedding between Marion and the young boy.

Approaching the time of the hurried wedding, a well-meaning aunt suggests an abortion (at this time they were not legal but still performed). Marion goes through with the abortion.

Many years later, in her thirties, she is expecting her first child. She is having an ultrasound and is able to view her unborn baby in the womb. At that moment she is haunted by the child she aborted so many years ago. She had always been troubled by her decision to have an abortion, but as she viewed her young baby in the ultrasound, she realizes what a very bad decision it had been.

4. Now we will explore Scriptures that teach why abortion is not God's choice.

- a. "I am now giving you the choice between life and death, between God's blessing and God's curse, and I call heaven and earth to witness the choice you make. Choose life" (Deuteronomy 30:19-20).
  - b. "Do not commit murder" (Exodus 20:13).
  - c. "Children are a gift from the Lord; they are a real blessing" (Psalms 127:3).
  - d. "God made everything, and you can no more understand what He does than you understand how new life begins in the womb of a pregnant woman" (Ecclesiastes 11:5).
  - e. "Let the children come to me and do not stop them, because the kingdom of heaven belongs to such as these (Matthew 19:14)."
5. Allow time for discussion between each Scripture.
  6. Ask the students which Scripture had the most meaning to them.

**Closing Prayer:**

Dear Heavenly Father, we thank You for Your infinite wisdom and beautiful teachings found in the Bible. Please give us the strength and powers of the Holy Spirit to obey the commandments and teachings of the Bible, because it is only when we follow Your ways that we are truly at peace with others and ourselves. In Jesus' name, we pray. Amen.

## Lesson 8 – Adoption and Forgiving Women Who Have Had Abortions Grade 7

**Time:** 40 minutes

**Objectives:** By sharing personal stories and exploring Scripture, students will understand that adoption is an alternative to abortion.

By studying Scripture and exploring church teaching, students will be made aware that, yes, abortion is a sin but that all are still worthy of forgiveness; and that they should never reject a woman who has had an abortion but reach out in a spirit of love and forgiveness.

**Prayers:** The Hail Mary and the Glory Be

### Activities:

1. Begin by telling the class that last week we shared a story about a woman who had an abortion.
2. Ask the class, "What about adoption instead of abortion?"
3. Ask the class, "How many know somebody who was adopted?"
4. Share the story from the Bible, 1 Kings 3:16-28. This involves King Solomon's wise decision. Two women confronted King Solomon, both claiming to be the mother of the same child. In order to learn which woman was the real mother, Solomon ruled that the child be cut in two and each half given to the women separately. One woman was satisfied with the order, but the true mother was willing to give up claim to her son so that her child might have life.
5. This story represents the truly unselfish love of a mother. She chose life for the child instead of death. This is true of mothers who choose adoption over abortion. Of course, it is not easy to give up a child for adoption (this is an understatement); but it brings peace to know that two adoptive parents love her child.
6. Adoption brings unspeakable happiness to couples that are unable to bear children.
7. Share this statistic: For newborn babies born in this country, the wait to adopt varies from three to five years to forever.
8. Ask the class: "How many know people who cannot adopt an American child, so they adopt a child from another country?" Unfortunately, it is very expensive most of the time, and many couples are not able to afford the adoption from another country.
9. Contrast the choice of adoption versus the choice of abortion.

#### Adoption

- Unselfish love of mother for child
- Joy to childless couples

#### Abortion

- Shame and guilt
- Death to a baby

10. Abortion and Forgiveness: Stress to students that abortion is a mortal sin. This can be forgiven through the grace and mercy of Jesus Christ. It may be mentioned that the group, Project Rachel, aids in dealing with post-abortion healing.

**Bible Verses:** Psalms 32:3-5 and Psalms 51, (written by King David after his acknowledged sin with Bathsheba)

**Closing Prayer:**

Dear Lord, thank You for the women who choose adoption over abortion. The joy and gratitude these women give to couples desperate to have children is beyond words. What a gift! Please bless them abundantly all the days of their lives. Please, Lord: heal women who have had abortions. Let them feel the joy of Your forgiveness after they lay the burden of their sin before You. Renew and fill those women with peace. In Jesus' name, we pray. Amen.

**Resource Guide:**

1. For post-abortion healing, contact:
  - Project Rachel, 414-769-3391 <http://www.hopeafterabortion.com>
  - Healing Hearts, 1-888-21STORY (toll free)
  - David Reardon, Ph.D., The Elliot Institute, 217-546-9522  
<http://www.afterabortion.info/>
2. *Surprised by God*, by Stephen Arterburn. Author gives his personal story of his involvement with his girlfriend's abortion from his suffering to the healing of this sin. Focus on the Family Publishing: Colorado Springs, Colorado, 1997.



## Lesson 9 – Pro-Chastity Video

### Grade 7

**Time:** 40 minutes

**Media:** TV, VCR  
Video: *No Second Chance*. (See Resource Guide.)

**Prayers:** The Hail Mary and the Glory Be

**Activity:** Show video, *No Second Chance*

This 30-minute video addresses the AIDS issue with pointed clarity and accuracy. Using interviews with the world's leading researchers in the field of epidemiology and the teaching dynamics of Cathy Kay, R.N., this film presents facts, answers and solutions that teenagers will understand and respect. It presents the one answer, CHASTITY, which will protect our young children from this terminal infection. It has the answers that could save their lives, because with AIDS, there is no second chance. This is an extremely well done video on sexually transmitted disease, including AIDS and teen chastity. AIDS patients and their families describe the consequences of AIDS.

Allow time for questions, answers, and discussion.

#### Closing Prayers:

Dear Lord, give us the strength to make the right decisions in our teenage years. Please let us seek Your help and guidance as we face making choices between right and wrong. In Jesus' name, we pray. Amen.

Prayer To Saint Michael The Archangel

St. Michael, the Archangel, defend us in battle: be our defense against the wickedness and snares of the devil. May God rebuke him, we humbly pray; and do you, O Prince of the heavenly host, by the power of God, thrust into hell Satan and the evil spirits who prowl about the world seeking the ruin of souls. Amen.

#### Resource Guide:

1. Video: *No Second Chance*, \$18.95, video number 7795NS. Contact: <http://www.hh76.com/>
2. AIDS information: <http://www.niaid.nih.gov/publications/aidsfact.htm> — *AIDS Fact Sheets and Brochures*
3. AIDS Hotline: 800-342-AIDS

## Lesson 10 – Role-Playing to Promote Pro-Life Stance Grade 7

**Time:** 30-45 minutes

**Materials:** Brochure: *The First Nine Months* (see ordering information below)

**Title:** An Exercise in Role-Playing

**Objectives:** By practicing role-playing, students will be able to promote a pro-life stance.

**Prayers:** The Hail Mary and the Glory Be

### Activities:

1. Begin with a quote from Mother Teresa on her views of abortion: “Unborn children are among the poorest of the poor. They are so close to God. I always ask doctors at hospitals in India never to kill an unborn child. If there is no one who wants it, I’ll take it. I see God in the eyes of every child- every unwanted child is welcomed by us. We then find homes for these children through adoption. You know, people worry all the time about innocent children being killed in ways, and they try to prevent this. But what hope is there in stopping it if mothers kill their own children? Ever life is precious to God, whatever the circumstances.”<sup>2</sup>
2. Tell the students that our lesson will be devoted to role-playing. What will you do if you are faced with questions about abortion? How would they respond to support life?
3. Situation: The question of rape. You may be faced with people who support abortion because they say it should be available for women who become pregnancy after they are raped. How would you respond? First of all, pregnancy from rape is very rare (The book: *Abortion: Questions & Answers* discusses this subject in Chapter 9—see resource guide.)
4. Another situation: What if students are faced with these remarks? How do they respond?
  - a. “Abortion is not wrong. It is not a child until it is born. It is just a blob of tissue.”
  - b. Allow discussion of how they would respond and then give some suggestions on how to respond to these comments.
    - i. Biology and science, through ultrasounds, are proving that there is life in the womb. The baby’s heart is beating at 21 days; the baby starts to move at 7 weeks; and other facts about the stages of development.
    - ii. Fetus means “young one” in Latin (not “blob of tissue”).
5. Review brochure: *The First Nine Months* to reinforce further support of life.
6. If time permits, allow students to share experiences they may have encountered where people were arguing in support of abortion. How did they handle it? What have they seen in the media—pro-life or pro-abortion?

**Closing Prayer:**

Dear God, give us the strength and courage to take a pro-life stance. Give us the right words to say, but let us respond in a spirit of love. Through Jesus our Lord we pray. Amen.

**Resource Guide:**

1. Ordering information for the brochure, *The First Nine Months* (.35 each, or .25 each for 100 or more:

Focus on the Family  
P. O. Box 9800, Stn. Terminal  
Colorado Springs, CO 80995  
1-800-932-9123  
<http://www.family.org/>

2. For answers to questions on abortion:

Book: Willke, J. C. and Mrs. *Abortion: Questions and Answers*  
Book: Smith, F. LaGard. *When Choice Becomes God*, 1990

3. Newsletter: <http://www.lovematters.com/>: 310-373-0743

## Notes – Seventh Grade

1. "Fetus Undergoes Surgery Inside the Womb at 21 Weeks," *Pro-life Web Ring*, online, Oct. 2004  
<http://www.pagerealm.com/handhope/>.
2. Lucinda Vardey, comp., *Mother Teresa: A Simple Path* (used with permission), 1995, p. 55.
3. *The First Nine Months*. Focus on the Family, Colorado Springs: 1999.
4. *Ibid.*

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# ***Eighth Grade***

## Lesson 1 – Life Begins at Conception Grade 8

**Time:** 40 minutes

**Media:** TV, VCR  
Video: *Knowing the Unborn*

**Objective:** By viewing the video, students will understand that the life of a child begins at conception.

**Prayers:** The Hail Mary and the Glory Be

**Bible Verse:** “I chose you before I gave you life” (*Good News Bible*, Jeremiah 1:5).

**Activities:** Show video, *Knowing the Unborn* (29 minutes)

This video takes as its premise that a child’s emotional and intellectual life starts soon after conception. *Knowing the Unborn* explores the newly emerging and truly important concept of pre-birth parenting. We see parents interact and bond with their babies in utero. Fetal motion pictures encourage us to think of unborn babies as aware, interactive beings.

Allow time for discussions and questions/answers.

### Closing Prayer:

Dear Lord, thank you for the precious gift of babies. We pray for the children whose lives are threatened by abortion. May these children be allowed to grow in wisdom, age and strength in your presence and in the sight of all. Amen.

### Resource Guide:

1. Video: *Knowing the Unborn*. Available at <http://www.heritagehouse76.com/>
2. Book: *From Conception to Birth, a Life Unfolds*, by Alexander Tsiaras. An excellent resource, which presents the stages of fetal development. Beautiful photographs.

## Lesson 2 – Church's Position Against Abortion Grade 8

**Time:** 30 minutes

**Objectives:** By exploring the controversy of abortion, students will understand why the Church has taken a firm stand against abortion.

**Activity:** Inform students that we will explore the arguments surrounding abortion. Pose these questions to the students and allow time for students to give their answers. (Questions 1-3 are from *Abortion: Questions & Answers*, by Dr. & Mrs. J.C. Willke.)

### **Question #1: Define “alive.”**

Answer: “‘Alive’ means that this being is growing, developing, maturing and replacing its own dying cells. It means not being dead.”<sup>1</sup>

#### Discussion:

Ask students, “Would this apply to the baby inside the mother’s womb? (May recall last week’s video to reinforce.)

### **Question #2: Is this human life inside the mother’s womb?**

Answer: To paraphrase Dr. Willke’s answer: “Upon its answer hinges the entire abortion issue, as all other considerations pale to insignificance when compared with it. If what is growing within the mother is not human life, it is just a piece of tissue—a glob of protoplasm—then it deserves little respect or consideration. . . . But if this is human life, then we are faced with a second question: Should we give equal protection to babies inside the mother’s womb?”<sup>2</sup>

Discussion: Have students recall some of the scientific facts such as the beating heart at 18 days, movement at 3 months, etc.

### **“Question #3: But it is so small. How can the baby (in utero) be human yet?”**

Answer: Dr. Willke states, “If the only scientific instruments you use are your own unaided eyes, then a common judgment that you might make would be that “it isn’t human until it looks human.” Of course, the technology we have available now allows us to visualize life inside the womb.”<sup>3</sup>

Discussion: Recall the video seen in Lesson 1, and the remarkable story of Samuel Armas. (He is the baby who was in the now famous photograph of “little baby in utero” grabbing the physician’s finger as an operation was being performed at 21 weeks gestation.<sup>4</sup> See Resource Guide.)

### **Question #4: What does the Bible say that supports a stand against abortion?**

Have students recall scriptures that they have learned that support a stand against abortion.



Here are a few quotes:

1. "I am now giving you the choice between life and death, between God's blessing and God's curse, and I call heaven and earth to witness the choice you make. Choose life" (Deuteronomy 30:19-20).
2. "Do not commit murder" (Exodus 20:13).
3. "You created every part of me; you put me together in my mother's womb. I praise you because you are to be feared; all you do is strange and wonderful. I know it with my heart. When my bones were being formed, carefully put together in my mother's womb, when I was growing there in secret, you knew that I was there—you saw me before I was born" (Psalms 139:13)
4. "For as soon as I heard your greeting, the baby within me jumped with gladness" (Luke 1:44).

**Question #5: What does Pope John Paul II say about abortion?**

Answer: He describes abortion as a "type of silent and cruel selection through which the weak are unjustly eliminated. . . . Life, truth and love go hand in hand."<sup>5</sup>

Pope John Paul II (*The Gospel of Life*, No. 72) "Abortion and euthanasia are crimes, which no human law can claim to legitimize. There is no obligation in conscience to obey such laws; instead there is a grave and clear obligation to oppose them by conscientious objection. In the case of an intrinsically unjust law, such as a law permitting abortion or euthanasia, it is therefore never licit to obey it, or to 'take part in a propaganda campaign in favor of such a law, or vote for it.'"

***The Gospel of Life*** available from Pauline Books & Media, 50 Saint Paul's Avenue, Boston, MA 02130-3491 or <http://www.pauline.org/>. It is also at the Vatican website: [http://www.vatican.va/edocs/ENG0141/\\_INDEX.HTM](http://www.vatican.va/edocs/ENG0141/_INDEX.HTM).

**Closing Prayer:**

Dear Lord, thank You for the precious gift of babies. We pray for the children whose lives are threatened by abortion. May these children be allowed to grow in wisdom, age and strength in Your presence and in the sight of all. Amen.

**Resource Guide:**

1. Willke, J. C. and Mrs. *Abortion: Questions and Answers*
2. "Fetus Undergoes Surgery Inside the Womb at 21 Weeks," (The story about Samuel Armas) <http://www.pagerealm.com/handhope/>.

## Lesson 3 – Pro-Chastity Video

### Grade 8

**Time:** 40 minutes

**Media:** TV, VCR  
Pro-Chastity Education video: *No Apologies: The Truth about Life, Love, and Sex*, by James Dobson

**Objective:** By viewing the video, students will be taught that chastity is a virtue that is to be desired. In addition, students will be exposed to some of the negative consequences of promiscuity.

**Prayer:** Dear Lord, guide us today as we watch the video. Reveal to us the message that will keep us safe and happy. In Jesus' name, we pray. Amen.

**Bible Verses:** Regards "True Happiness."  
"Happy are those who reject the advice of evil people, who do not follow the example of sinners or those who have no use for god. Instead, they find joy in obeying the law of the Lord, and they study it day and night. They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do" (Psalms 1:1-4).

#### Activities:

1. Watch video: *No Apologies: The Truth about Life, Love, and Sex*, by Dr. James Dobson and Focus on the Family. It explores the double message being given to youth regarding sexuality, pro-chastity and pro-life. Celebrities, athletes and entertainers communicate that waiting is not a sign of weakness. But the winners are those who practice self-control. Interviews with kids who have AIDS because of promiscuity (30 minutes). (See Resource Guide.)
2. After the video, open up to discussion, questions and answers.

**Closing Prayer:** The Our Father

#### Resource Guide:

Video: *No Apologies: The Truth about Life, Love, and Sex*, 1-800-232-6459, or <http://www.family.org>. \$19.95 Video Number 7797NA. (30 Minutes)

## Lesson 4 – Exploring Scripture and Recognizing Bad Choices

### Grade 8

**Time:** 30 minutes

**Objective:** By discussion and exploring scripture, students will be able to recognize consequences of bad choices.

**Prayers:** The Hail Mary and the Glory Be

#### Activities:

1. Ask students to explore this question: How can promiscuity have consequences, or “a price to pay”? Ask them to list consequences of promiscuity.
2. Ask students, “What about the consequences of abortion”? Women suffer emotionally after abortions. They may experience anger, guilt, and sadness. These feelings are not abnormal. These feelings may be experienced even after many years. The brochure *Hope for Abortions Second Victim* (see Resource Guide) explores post abortion Syndrome. There is guilt, anger, despair and heartache. Many women who suffer the aftermath of abortion lose confidence in themselves.
3. Share this excerpt from the book *Surprised by God*. This is a man’s experience of what abortion did to him. He writes:

“In college, I dated a girl for whom I really cared. She was bright, gentle, beautiful and energetic, as well as being a Christian. . . . Because we loved each other, I had an easy time convincing her to sleep with me. I justified my sin—and hers—by believing that love covered everything. Eventually, I would discover it was less love for her and more love for myself that led me to seek sexual gratification. . . . She became pregnant. . . . So there we were, my girlfriend and I and the baby growing in her womb.” He goes on to say that, he convinces her to have an abortion. He writes further on, “I convinced her because it was the best way out of a bad situation and because she thought I loved her. She and I would have a 23-year-old daughter today if I had not moved to take that life away. The guilt, shame, and remorse had emotional, physical, and spiritual consequences that had such a devastating effect on me that I almost lost my life.”<sup>6</sup>

#### Closing Prayer:

Dear Lord, we lift up all people that have been affected by abortion. Please heal them, renew them and fill them with your peace. Through Jesus Christ Our Lord, we pray. Amen.

#### Resource Guide:

1. *Surprised by God*, by Stephen Arterburn, 1-800-232-6459, family.org.
2. *When Choice Becomes God*, by F. LaGard Smith, (if you’re in the Huntsville, Alabama area, the video is available at Choose Life/Save a Life library). The video presents arguments on how the “Pro-Choice generation” has hurt America’s soul.
3. Brochure: *Hope for Abortion’s Second Victim*, by Linda D. Bartlett for Paper Treasures, 2344 W. Springbrook Ct. Grand Forks, ND PT 183FF

## Lesson 5 – Harmful Effects of Abortion Grade 8

**Time:** 40 minutes

**Media:** TV, VCR  
Video: *Christi's Choice*

**Objective:** By viewing the video, students will be made aware of the harmful effects associated with abortion.

**Prayers:** The Hail Mary and the Glory Be

**Activities:**

1. Show video, *Christi's Choice* (29 minutes). A grief stricken mother gives an account of her daughter's abortion and the very tragic consequences, which radically changed their lives. (See Resource Guide.)
2. Discuss video. Ask students to share their feelings on this story.

**Closing Prayer:** Prayer to St. Michael the Archangel

St. Michael, the Archangel, defend us in battle; be our defense against the wickedness and snares of the devil. May God rebuke him, we humbly pray; and do you, O Prince of the heavenly host, by the power of God, thrust into hell Satan and the other evil spirits who prowl about the world seeking the ruin of souls. Amen.

**Resource Guide:**

*Christi's Choice*, by Mark Crutecher, available from:  
Life Dynamics, Inc. (940) 380-8800, OR  
Priests for Life, 1-888-PFL-3448, ext. 237 (E-mail: [orders@priestsforlife.org](mailto:orders@priestsforlife.org) )

## **Lesson 6 – Scripture, Making Choices, and God's Forgiveness**

### **Grade 8**

**Time:** 30 minutes

**Objective:** By reading Bible scripture, students will be made aware of the consequences of bad choices, but also, of the loving forgiveness of God.

**Prayers:** The Hail Mary and the Glory Be

**Activities:**

1. Today's lesson will focus on the famous Bible story of King David; his grievous sin and the consequences of his actions, but in the end how God's loving mercy and kindness pulled him through.
2. Read the account of David and Bathsheba (2 Samuel 11, 12).  
In summary, David lusts after Bathsheba, commits adultery with her, has her husband killed at the battlefields so he can marry Bathsheba who is pregnant with his child. Nathan, the prophet, reveals David's sin and then David repents.
3. Read parts of Psalms 51  
A prayer for forgiveness, written by David after Nathan spoke to him about his sin with Bathsheba, verses 1-9, 16-17. David acknowledges he has sinned but it shows how God allows us to repent if we come before him with a humble spirit. (Taken from Good News Bible.)
4. Relate this story to abortion and how yes, abortion is a grievous sin and there will be harmful emotional consequences but God will give these women forgiveness and renewal if they experience sorrow for their sin and ask for forgiveness. God is a merciful and loving God!

**Closing Prayer:**

Dear Lord, we praise You for your mercy and kindness. Thank You for your perfect love for us. We lift up women who are suffering from the aftermath of abortion. Please heal them. In Jesus' name, we pray. Amen.

**Resource Guide:**

Information and help with post-abortion healing:

- Project Rachel, 414-769-3391 <http://www.hopeafterabortion.com>
- Healing Hearts, 1-888-21STORY (toll free)
- David Reardon, Ph.D., The Elliot Institute, 217-546-9522  
<http://www.afterabortion.info/>

## Lesson 7 – Quiz on Abortion

### Grade 8

**Time:** 30 minutes

**Materials:** Handout: Quiz – “How Much do You Know About Abortion?” 2001.<sup>7</sup> (See Appendix) and Pencils

**Objective:** By taking this quiz, students will learn pertinent facts about abortion.

**Prayer:** The Our Father

#### Activities:

1. Today we are going to go over facts about abortion. We will start by taking a quiz.
2. After the quiz, go over the answers: 1. c, 2. c, 3., b, 4. b, 5. b, 6. c, 7. b
3. Allow time for discussion of quiz.

Share facts about ‘Why do Women Get Abortions?’ (Facts are from an Alan Guttmacher Institute survey, Planned Parenthood’s research arm, as shown at <http://www.lovematters.com/> ).<sup>8</sup>

- 75% said the baby would interfere with their lives
- 66% said they couldn’t afford a child
- 50% didn’t want to be a single parent or had problems in their current relationship
- 4% had a doctor who said their health condition would worsen
- 1% had a fetal abnormality
- 1% were victims of rape or incest

“Contrary to common perceptions, almost 95% of all abortions are for reasons of convenience, not for rape, incest or the mother’s health.”<sup>9</sup>

“In *Roe vs. Wade* (1973), the Supreme Court allowed states to restrict abortions in the last three months, ‘except where it is necessary...for the preservation of life or health of the mother.’ However, in *Doe vs. Bolton*, the companion case to *Roe vs. Wade*, the Court defined ‘health’ to include ‘all factors—physical, emotional, psychological, familial, and the woman’s age relevant to the well-being of the patient.’ Because of this broad definition of ‘health,’ the Court, in effect, permitted abortion-on-demand in all 50 states right up till birth for any of these reasons.”<sup>10</sup>

**Closing Prayers:** The Hail Mary and the Glory Be

#### Resource Guide:

1. Lovematters.com – Newsletter on Dating, Sex, Love and You. Pro-Life messages throughout. Information for this lesson taken from Volume 4, 2001 Edition.
2. <http://www.abortionfacts.com/>

## Lesson 8 – Psychological Effects of Abortion Grade 8

**Time:** 40 minutes

**Media:** TV, VCR  
Videotape: *Surprised by God*

**Objective:** By viewing the video, students will be made aware of the psychological effects of abortion. Video will also show how adoption gives great joy to childless couples.

**Prayers:** The Hail Mary and the Glory Be

**Activities:**

1. Show videotape that runs for 55 minutes. Present half today and the rest of the video during the next lesson. Video: *Surprised by God*. Personal testimony by Stephen Arterburn, psychologist who is involved in the counseling ministry, how his decision to pressure his girlfriend to have an abortion had a devastating effect on him. Video also talks about the joy of being able to adopt a baby after he and his wife were infertile for years.
2. Show first 30 minutes of video. May delete first minutes as speaker starts his presentation with irrelevant humor. He speaks to a group at a pro-life banquet. His presentation lasts 30 minutes.
3. Get feedback on videotape from students. Were they surprised to learn that even a boyfriend would be affected this way?

**Closing Prayer:**

Dear Lord, thank You for the powerful testimony of Stephen Arterburn. Thank You for women who choose adoption over abortion. Give us the courage to be pro-life. Amen.

**Resource Guide:**

Video: *Surprised by God*

- To order, contact 1-800-639-5433 or <http://www.newlife.com>
- If you're in the Huntsville, Alabama area, then Choose Life/Save-A-Life is a resource for borrowing the video.

## Lesson 9 –Psychological Effects of Abortion, Part 2

### Grade 8

**Media:** TV, VCR  
Video: *Surprised by God, Part 2*

**Objective:** By viewing the video, students will learn:

1. Psychological effects of abortion
2. Positive outcomes of adoption
3. Facts about abortion
4. How crisis pregnancy centers minister to women contemplating abortions

**Bible Verse:** "I am now giving you the choice between life and death, between God's blessing and God's curse, and I call heaven and earth to witness the choice you make. Choose life" (Deuteronomy 30:19).

#### Activities:

1. Show second portion of video. This portion of this video shows speaker, Stephen Arterburn, addressing a church at the 25<sup>th</sup> anniversary of *Roe vs. Wade* ruling. He gives some good statistical facts on abortion and again shares his personal story. He also talks about Norma McCorvey and how she has been transformed into a pro-life advocate.

Prior to starting the video, you can familiarize students with the story of Norma McCorvey. Tell them that she was a young woman living in Texas who found herself pregnant in the early 1970's. Her desire to have an abortion (before they were made legal) resulted in the *Roe vs. Wade* ruling which legalized abortion in 1973.

The last part of the video is devoted to a woman who finds herself pregnant and how a pregnancy-counseling center helps her to make the decision not to abort her baby.

2. Discussion of video to follow.

#### Closing Prayer:

Thank You for the people who have the courage and conviction to be pro-life. We are especially thankful for counseling centers that help women cope with a crisis pregnancy. Please give us the courage to speak out on abortion. Amen.

#### Resource Guide:

See Lesson 8 on how to order videotape.



## Lesson 10 – Learning How to Present a Pro-Life Stance Grade 8

**Time:** 30 minutes

**Materials:** Handout "You Can Save Someone's Life Today" (See Resource Guide pg. 140)  
Brochure: *I'm Pro-Life, But What Can One Person Do?* (See Resource Guide)

**Objective:** By reviewing brochure and role-playing, students will identify ways in which they can exhibit a pro-life stance.

**Bible Verse:** "Before I formed you in the womb I knew you. Before you were born I set you apart" (Jeremiah 1:5).

**Prayer:** The Our Father and the Glory Be

### Activities:

1. Go over brochure with students. Let them go over points and see what they would like to do. Of course, some of these suggestions are not appropriate for their age level. Some of the suggestions that are applicable to their age include numbers 1, 2, 38, 9, and 24. Discuss these suggestions.

- a. Suggestion #1 – Educate yourself

Facts you might want to be familiar with (from lovematters.com:<sup>11</sup>

- Day 1 ..... your life began at the moment of conception
- Day 7 ..... you implanted in you mother's uterus
- Day 10 ..... Your mother's menstrual period stopped
- Day 18 ..... your heart began to beat
- Day 21 ..... you pumped your own blood, with your own blood type, through a separate, closed circulatory system
- Day 28 ..... your eye, ear and respiratory system began to form
- Day 42 ..... your brainwaves were recorded; you skeleton was complete, your reflexes were present
- 7 weeks ..... you sucked your thumb
- 8 weeks ..... all your body systems were present
- 9 weeks ..... you squinted, swallowed, moved your tongue, and made a fist
- 11 weeks ... all of your body systems worked; you breathed spontaneously; your fingernails were present
- 12 weeks ... you weighed one ounce
- 16 weeks ... your genital organs were clearly differentiated: you grasped with your hands, swam, kicked, turned, somersaulted (still not felt by your mother)
- 18 weeks ... your vocal cords worked and you could cry
- 20 weeks ... you had hair on your head; you weighed one pound and were 12 inches long

- b. Suggestion #8 – Discuss abortion with your friends.

- i. Do some role-playing with students. How would they respond to friends who say that abortion is ok?

- ii. Information to share with friends: scripture or quotes from famous people such as the following”
  - 1. “Mel Gibson: ‘God is the only One who knows how many children we should have, and we should be ready to accept them. One can’t decide for oneself who comes into this world and who doesn’t. That decision doesn’t belong to us.’<sup>12</sup>
  - 2. Kathy Ireland: ‘I was once pro-choice (for abortion) and the thing that changed my mind was, I read my husband’s biology books, medical books and what I learned...At the moment of conception, a life starts.’<sup>13</sup>
  - 3. Mother Teresa: “Any country that accepts abortion is the poorest of the poor.”<sup>14</sup>
- iii. Allow students to list some service projects they could do that are pro-life.

**Closing Prayer:**

Dear Lord, help us to respect life; from the very young inside a mother’s womb to an elderly person awaiting the end of their life. Thank You for all people. In Jesus’ name. Amen.

**Resource Guide:**

- 1. "*You Can Save Someone's Life Today*" from Priests for Life is an excellent handout, which lists dozens of suggested activities for everyone. It is available as a free download in print friendly PDF format <http://www.priestsforlife.org/brochures/youcan.pdf>
- 2. Brochure: *I'm Pro-Life, But What Can One Person Do? How Can I Make A Difference?* Copyright 1995. Alabama Physicians For Life, Inc. P.O. Box 19173, Birmingham AL 35219; Telephone 205-945-8322.

## APPENDIX

### Quiz for Lesson 7

The following quiz is from lovematters.com:<sup>15</sup>

#### How Much Do You Know About Abortion?

1. Abortion is legal through what month of pregnancy:  
a) third b) sixth c) ninth
2. Since abortion was legalized in 1973, how many U.S. babies' lives have been lost?  
a) 12 million b) 24 million c) 38 million
3. Abortion is the leading cause of death in the U.S., causing what percent of total deaths?  
a) 35 percent b) 46 percent c) 52 percent
4. What age group of women has the greatest number of abortions?  
a) 15-19 b) 20-24 c) 25-29
5. Women who abort their first child stand how much greater risk of developing breast cancer:  
a) 3x b) 2x c) 4x
6. One out of how many pre-born babies is killed by abortion:  
a) two b) three c) four
7. What percent of women who have had abortions experience suicidal tendencies?  
a) 45 percent b) 56 percent c) 62 percent

## Notes – Eighth Grade

1. J. C. and Mrs. Willke, *Abortion: Questions & Answers* (used with permission, all rights reserved), 1990, p. 1.
2. *Ibid.*, p. 2.
3. *Ibid.*, p. 37.
4. "Fetus Undergoes Surgery Inside the Womb at 21 Weeks," *Pro-life Web Ring*, online, Oct. 2004 <http://www.pagerealm.com/handhope/>.
5. John Paul II, qtd. in *One Voice* [Birmingham, AL], vol. 30.10, 18 Feb. 2000, p. 1.
6. Stephen Arterburn, *Surprised by God* (used with permission, all rights reserved), 1997, p. 53.
7. *Lovematters.com*. Vol. 4. 2001 ed. Page 15. *Lovematters.com*. Online. 2000. Ed. J. T. Finn. 12 June 2004 <http://www.lovematters.com/quiz.htm>.
8. *Ibid.*, p. 14, <http://www.lovematters.com/getabortions.htm>.
9. *Ibid.*, p. 15, <http://www.lovematters.com/getabortions.htm>.
10. *Ibid.*, p. 15, <http://www.lovematters.com/getabortions.htm>.
11. *Ibid.*, <http://www.lovematters.com/yourlife.htm>.
12. *Ibid.*, <http://www.lovematters.com/celebsabortion.htm>.
13. *Ibid.*, <http://www.lovematters.com/celebsabortion.htm>
14. Teresa of Calcutta, qtd. in *Human Life International (Ireland)*, online, dir. Patrick McCrystal, n.d., 31 Oct. 2004 <http://www.iol.ie/~hlii/theresa.html>.
15. *Lovematters.com*. Vol. 4. 2001 ed. Page 15. *Lovematters.com*. Online. 2000. Ed. J. T. Finn. 12 June 2004 <http://www.lovematters.com/quiz.htm>.

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*Knowing the Unborn: Emotional Bonding with the Unborn to Make Better Babies*. Prod. Royda Ballard and Kelley Ballard-Green. Videotape. Pre-Birth Parenting, 1988.

*Lovematters.com*. Vol. 4. 2001 ed. *Lovematters.com*. Online. 2000. Ed. J. T. Finn. 12 June 2004. (All material from [lovematters.com](http://lovematters.com) was used with permission, all rights reserved.)

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# ***Ninth Grade***

**For lessons 2, 3, 6, 8, and 9 of Ninth Grade, there are associated PowerPoint slides that the teacher can show. These slides are in the accompanying folder that came with this curriculum. The information in those slides was also added to the text in this document.**

**Note: If you do not have the PowerPoint slides they can be downloaded at no charge from <http://www.CpForLife.org>. Go to *Huntsville Respect Life Curriculum*.**

## Summary of Ninth Grade Lessons

### Lesson 1

- Video: ..... *Ultrasound: "A Window to the Womb"* (1 Hour)  
Purpose: ..... Establish what constitutes Human Life. Biological background and fetal development (Fetus, Embryo, Baby, Child)  
Methodology: ..... Watch the video and hand out brochure entitled *Milestones of Early Life*. Discuss whether the fetus in the mother's womb is a human life with the rights of a person.

### Lessons 2 and 3

- Lesson Plan: ..... *The Gospel of Life*, Chapter 1, "The Present Day Threats to Human Life"  
Purpose: ..... Discuss the various threats that endanger all human life.  
Methodology: ..... Instructor will lecture and discuss topics using PowerPoint slides or transparencies (copied from the PowerPoint slides) with an overhead projector.

### Lesson 4

- Video: ..... *Why Can't We Love Them Both Part 1 – Human Life, Human Rights* (28 Minutes)  
Purpose: ..... Discuss what the rights of an unborn human being should be.  
Methodology: ..... Organized discussion before and after video

### Lesson 5

- Video: ..... *Why Can't We Love Them Both, Part 2 – Social Questions and Post-Abortion Syndrome* (28 Minutes) & Part 3 Abortion (10 minutes).  
Purpose: ..... Addresses the question of why society has accepted the culture of death and the trends toward the greater acceptance of euthanasia and the decrease in the value of life.  
Optional: ..... The addition of Part 3: Graphic results of abortions. Please review prior to instruction.  
Methodology: ..... Organized discussion before and after video.

### Lesson 6

- Lesson Plan: ..... *The Gospel of Life*, Chapter 2, "The Christian Message Concerning Life"  
Purpose: ..... Establish that life is precious in the eyes of the Lord. Man is at the pinnacle of God's creation and that Jesus redeemed Man through his ultimate sacrifice.  
Methodology: ..... Instructor lecture and discussion with PowerPoint slides or transparencies (copied from the PowerPoint slides) with an overhead projector.

### Lesson 7

- Video: ..... *Christi's Choice*  
Purpose: ..... Provide a case study on the life of a young woman seeking an abortion.  
Methodology: ..... View videotape and lead organized discussion if time is available

### Lesson 8

- Lesson Plan: ..... *The Gospel of Life*, Chapter 3, "God's Holy Law"



Purpose: .....“You Shall Not Kill” – Look at this Commandment through history and in the context of modern life.

Methodology: ..... Instructor lecture and discussion with PowerPoint slides or transparencies (copied from the PowerPoint slides) with an overhead projector.

### **Lesson 9**

Lesson Plan: ..... *The Gospel of Life*, Chapter 4, “For a New Culture of Human Life”

Purpose: ..... Discuss how Catholics should view life in today’s world and how Catholics can influence others of this world to respect life.

Methodology: ..... Instructor lecture and discussion with PowerPoint slides or transparencies copied from the PowerPoint slides) with an overhead projector.

### **Lessons 10 and 11**

Audio: ..... *Abortion Exploits Women* by Father Frank Pavone

Purpose: ..... To inform students how abortion denies women their respect and humanity in today’s world

Methodology: ..... Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 10). Listen to second half of audiotape and lead an organized discussion for the remainder of class (Lesson 11).

### **Lesson 12**

Video: ..... *The Silent Scream*

Purpose: ..... Dr. Nathanson discusses how ultrasound made him realize that as an abortionist he was murdering the most innocent of human beings.

Methodology: ..... Organized discussion after viewing video.

## Lesson 1 – Pre-Natal Ultrasound Video Grade 9

**Time:** 30-50 minutes

**Materials:** Videotape: *Ultrasound: "A Window to the Womb"*  
Brochure: *Milestones of Early Life.*

**Goal:** To inform students about the uniqueness of life and provide a tool that allows them to observe life in the mother's womb. Improvements in ultrasound technology have allowed better definition and finer resolution of the unborn child. These pictures will convince many that they are seeing the images of a baby, a child or most definitely human life.

**Prayer:** Let us pray the Hail Mary to the Mother of our Savior Jesus Christ to guide us in our thoughts today on the mysteries of human life. (Say the Hail Mary.)

### **Introduction:**

This video will visually illustrate that the life within the womb is distinctly human. Observation of its movements and behavior clearly indicates that it exhibits all the characteristics of human life, as we know it.

The Video consists of three parts:

- Part 1– Congressional Testimony (0- 12 minutes)
- Part 2 – Ultrasound, Window to the Womb (12- 37 minutes)
- Part 3 – Commentary on ultrasound by Dr. Shari Richard

This class only will cover Part 2. Wind tape to approximately 12 minutes to begin lesson and end tape at 37 minutes.

**Class:** View Part 2 of *Ultrasound: "A Window to the Womb"*

### Questions:

1. Ask the class what they thought of the video presentation.
2. What are their thoughts on the advances in imaging the child in the womb?
3. Has this changed their perception of the fetus?

### Activities:

1. Using a white board or chalkboard, the students should list characteristics that are similar between a fetus and a baby and characteristics that are not similar between a fetus and a baby. For example, reflex action is similar and breathing fluid by the fetus is not similar.
2. Now discuss whether the fetus should be considered a human life. Why or why not? Should he or she be considered a person? Why or why not? If it is a person, should the US Government protect its rights?

**Hand out brochure entitled *Milestones of Early Life***

Have the students read it. Explain that what the students have read is the truth, as we know it. These are scientific facts as understood by medical schools and universities. Review what has already been covered.

Does the brochure significantly change anybody's previous beliefs?

**Additional Instructions:**

Parts 1 and 3 are additional valuable lessons that can be added if more time is available.

Part 1 illustrates how some legislators in the Congress are trying to actively muzzle pro-life efforts to explain their cause. Dr. Shari Richard, testifying before a congressional committee is not allowed to show an ultrasound videotape based on some obscure ruling, while a congressional defender of free speech challenges the rules explaining that astronauts routinely show videotapes of their flights to the congressional committee dealing with such matters.

In Part 3, Dr. Shari Richard talks at length to high school students on the significance of ultrasound in establishing the fact that a human child exists in the mother's womb.

**Closing Prayer:** The Hail Mary

## Lessons 2 & 3 – The Sanctity of Human Life and *Evangelium Vitae* Grade 9

**Time:** 30-60 minutes per lesson

**Materials:** PowerPoint slideshow on *The Gospel of Life, Ch. 1: Present-Day Threats to Human Life*. The slides are in one of the accompanying folders. Slides can also be reproduced on transparencies to be used in conjunction with an overhead projector. (Each slide has also been typed into this document.)

**Resources:** *The Gospel of Life: Evangelium Vitae*, a book containing the Encyclical Letter by Pope John Paul II. Could order one for each student via the Internet.  
Bible

**Goal:** To start out as a fundamental grounding on the sanctity of human life as taught by the Catholic Church.

**Methodology:** Encourage discussion as slides are shown. Lesson 2 covers the first 10 slides. Lesson 3 covers the remainder.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** The associated PowerPoint slideshow is all that is required for this class. It would be wise to spend some time reviewing the slides and the associated text in order to familiarize yourself with the material. It would be even better if you can read the associated chapter in *The Gospel of Life*. Questions to ask the students about each slide are underlined.

Suggestions:

- Do not read the text verbatim—use it just as a guide or read a little if you get stuck. Comment and talk about the slides. The slides themselves should prompt discussion. This should be a relatively informal class with plenty of discussion between students and teacher/facilitator.
- Encourage debate: go on short tangents.
- Encourage students to give real life examples and give some of your own.
- Ideally set the classroom desks or chairs in a “U” with you and a table with projector at the open end of the “U.”

**Slides:**

In 1995 Pope John II wrote an encyclical letter entitled *Evangelium Vitae* [The Gospel of Life], which addressed the uniqueness and sanctity of human life and the need to protect it:

### The Gospel of Life – Ch. 1 Slide 1

The Gospel of Life  
*Evangelium Vitae*

An Encyclical Letter written by  
Pope John Paul II  
1995

Does anyone know what an encyclical letter is?

Listen to responses, which leads into next slide:

**The Gospel of Life – Ch. 1  
Slide 2**

Encyclical Letter

A papal letter addressed to bishops of the Church and widely distributed, generally concerned with matters, which affect the welfare of the Church at large.<sup>1</sup>

So, this encyclical letter deals with human life and the need to protect it.

*The Gospel of Life* has an introduction and four chapters. We will talk about the first chapter today, which is entitled as shown:

**The Gospel of Life – Ch. 1  
Slide 3**

The Gospel of Life  
Chapter 1

“The Voice of Your Brother’s Blood  
Cries to Me From the Ground”

Present Day Threats to Human Life<sup>2</sup>

The next slide comes from The Book of Wisdom 1:13-14 and 2:23-24. Lets look carefully at this quotation:

**The Gospel of Life – Ch. 1  
Slide 4**

“God did not make death and he does not delight in the death of the living...for he has created all things that they might exist... God created man for incorruption, and made him in the image of his own eternity, but through the devils envy death entered the world.”<sup>3</sup>

What does this say about God and his relationship to man?  
What does incorruption mean?

Basically immortality. Not decomposing. We are totally in God’s image.

Where did death come from?

The devils envy. Without God’s intervention we would remain dead after we die. (This should foster some discussion.)

Any Questions?

*(Don’t always answer the questions. Turn them around for the class to answer.)*

What do you think?

*(Pick people by name to answer the question.)*

**HAVE A STUDENT READ GENESIS 4:2-16 – The Story of Cain and Abel**

What are your Initial thoughts about this passage?

This is the first instance of man killing man and the entrance of death into the world.

What was Cain's attitude when God asks him where his brother is?

How does God punish Cain?

Why didn't he kill Cain and will he let other men kill him?

Is this sufficient punishment for killing his brother?

In today's culture the Catholic Church recognizes that there is a Conspiracy Against Life:

**The Gospel of Life – Ch. 1  
Slide 5**

“Conspiracy Against Life”

Today we foster a  
Culture excessively concerned with:

- Efficiency
- Life Style
- Eliminating Suffering  
(Real and Imagined)
- Consumerism<sup>4</sup>

Can anyone give an example of excessive concern with any of the following?

1. Efficiency:  
Solicit people at their homes via the phone rather than mailing offers to them through the mail. This is cheaper and has a higher rate of success. Reliance on computers to do things we did manually before.
2. Life Style:  
Cars and appliances with all the bells and whistles—we have become so lazy we'd rather push a button than roll up the windows. Today many of us live a life style that we would be considered rich even 25 years ago. Think not, visit Graceland (Elvis's mansion in Memphis) and compare your life style to Elvis's in his day (Stereo advances, CDs, digital TV, home entertainment centers, automobile advances, communications advances, cell phones, entertainment advances, Play Stations and the Internet).
3. Suffering:  
Have pills for everything. Self esteem a problem; get a plastic surgeon.
4. Consumerism:  
Binge buying, impulse buying. How many of you own or have been promised a car by your parents? How many households own one car? Two cars? Three cars? Four cars? More than four cars? Anybody thought of walking to school?

In the same spirit for a self-centered, problem free, convenient form of life, we attack the life of others—the Weak, the Powerless, the Sick and the Aged, for they represent an encumbrance and inconvenience to our way of life.

In what way are they attacked?

They restrict our individual freedoms.

Does everybody understand the terms on this next slide?  
(Query the students to ensure their understanding).

**The Gospel of Life – Ch. 1  
Slide 6**

“Conspiracy Against Life”

- Contraception
- Sterilization
- Abortion
- Euthanasia<sup>5</sup>

Many Modern Western societies view these as good things that enhance human progress and freedom.

Does everyone agree with the following statement?

**The Gospel of Life – Ch. 1  
Slide 7**

At the Global Level,  
there is a growing mood sensitivity...acknowledging  
the value and dignity of every individual as a human  
being without any distinction of race, nationality,  
religion, political opinion or social class.<sup>6</sup>

In these practices, do we even follow nature’s laws set down by God?

Follow-up questions:

1. Does any other species self medicate itself with hormones to prevent conception and pregnancy?
2. Does any other species insert foreign objects inside their body’s (diaphragm, intrauterine device) to prevent conception and pregnancy?
3. Does any other species mutilate its reproductive organs (tubal ligation, vasectomy) to prevent pregnancy and conception?
4. Does the mother any other species kill its newly conceived offspring for her own gain or convenience?
5. Is it fair to kill the weak, sick, or elderly to free resources that they would normally consume in order to strengthen society? (This is the slippery slope present in the Netherlands where children can pressure their sick elderly parents to die for preservation of the family’s resources; time, finances, and possessions.)

The next few slides will illustrate a contradictory theme in our developed western countries that are economically stable and have a high standard of living.

When it comes to acknowledging the “value and dignity of every individual, there are exceptions:

**The Gospel of Life – Ch. 1  
Slide 8**

Exceptions:

- Weak
- Needy
- Elderly
- Unborn<sup>7</sup>

What are the roots of this remarkable contradiction?

The reason is Society's Notion of Freedom, which focuses strictly on the individual's total freedom without responsibility or restriction:

**The Gospel of Life – Ch. 1  
Slide 9**

One root of this contradiction is  
Society's Notion of Freedom

- Exalts the Lone Individual in an Absolute Way
- Complete Individualistic Concept of Freedom
- Fosters a Desire to Emancipate Oneself from all forms of Tradition and Authority<sup>8</sup>

You can see this glorification of total absolute individual freedom in various areas, such as in some magazines, in society's adulation of many celebrities that are constantly infatuated with their self worth, and in some entertainment media (e.g.: in some music videos and in certain television shows). (*This may generate lively talk.*)

Like absolute power, absolute unrestricted freedom can corrupt absolutely. The Seven Cardinal Sins may spring up from this absolute individual freedom without restriction:

- |             |                       |
|-------------|-----------------------|
| 1. Gluttony | 5. Envy               |
| 2. Greed    | 6. Lust               |
| 3. Sloth    | 7. Wrath <sup>9</sup> |
| 4. Pride    |                       |

Can a person achieve a greater freedom through self-sacrifice and discipline?  
Does anybody have examples?

Yes, as an example, a pianist, dancer, or athlete who forgoes more pleasurable activity to practice and improve his or her skills then later has the freedom he would otherwise not have to play a piece of music, dance a dance, or make a play he/she would otherwise would not have had the freedom to do.

Lets talk about tradition:

Do we all agree that tradition including Catholic tradition is important and must be observed and respected? Why or why not?

Tradition is usually based on thousands of years of experience in dealing with human behavior.

Logically, would a rational person consider the experience of a person 13 to 17 years superior to traditions based on thousands of years of human experience?



The Bible and our Catholic faith is based on thousands of years of experience.

Could some of our societal problems such as crime and poverty, and some of our family problems such as the high divorce rate among married couples, be due to our avoidance of the traditions of the Catholic Church?

These questions should lead to some lively discussion.

This Notion of Freedom leads to a serious distortion of life in society:

**The Gospel of Life – Ch. 1  
Slide 10**

This leads to a Serious Distortion of Life in Society

- Absolute individual autonomy leads to rejection of one another
- Common values and the truth become Casualties
- Finally everything is negotiable or open to bargaining, including:

The First of the Fundamental Rights,  
THE RIGHT TO LIFE<sup>10</sup>

Each person becomes a fortress. In years gone by, people were closer to each other. People depended on each other more.

How many of you know the six closest neighbors to your home?

Name the full name of every one living at their residences.

Today, everything is sacrificed to ensure individual freedom, autonomy, and convenience. The first of the fundamental rights, The Right to Life, has also been sacrificed.

This is because . . . (see next slide):

**The Gospel of Life – Ch. 1  
Slide 11**

This "RIGHT" ceases to be such because it is no longer firmly founded in inviolable dignity of the person but it is made subject to the will of the stronger part.<sup>11</sup>

The Stronger Part is the society of today that condones the killing of the unborn for the convenience of the mother. This happens on a large scale.

The forces arrayed to foster and ensure the survival of this pro-choice society are formidable and include elements of the government, businesses, and organizations such as Planned Parenthood, the Hemlock Society, the National Organization of Women (NOW), and the National Abortion and Reproductive Rights League (NARL).

What could you say about the following slide?

**The Gospel of Life – Ch. 1  
Slide 12**

Democracy, contradicting its own principles,  
moves to a form of Totalitarianism.<sup>12</sup>

Does Democracy ever backfire?

Yes; e.g., technically a lynch mob is a democracy.

For a Democracy to work effectively should the people be informed?

How can you make this happen if people chose to remain uninformed?

That is our dilemma and why this program was started. So you are informed and talk intelligently to others on the issues of Life.

From Genesis 4:14: God says if we focus on our own individual freedom and choices to the exclusion of others we lose sight of God:

**The Gospel of Life – Ch. 1  
Slide 13**

“And From Your Face I shall be Hidden, the Eclipse of  
the Sense of God and of Man.”<sup>13</sup>

What does this slide mean?

**The Gospel of Life – Ch. 1  
Slide 14**

God must remain as our focus in a secular society.

“When the sense of God is lost, there is also a  
tendency to lose the sense of man.”<sup>14</sup>

As Catholics we realize God made Man in his image. However, man is dependent on God. Without a spiritual with God, man is lost.

Man without God becomes self-absorbed, as reflected in the following slide (*you may wish to discuss these items*):

**The Gospel of Life – Ch. 1  
Slide 15**

The Eclipse of the Sense of God leads to:

- Materialism
- Hedonism
- Values of “being” are replaced by values of “having”
- “Primacy of “Quality of Life”
- Inordinate Consumerism<sup>15</sup>

And this leads to neglect of these values:

**The Gospel of Life – Ch. 1  
Slide 16**

The Eclipse of the Sense of  
God leads to a neglect of:

- Interpersonal
- Spiritual, &
- Religious

VALUES<sup>16</sup>

Additionally . . .

**The Gospel of Life – Ch. 1  
Slide 17**

Sexuality then becomes:

depersonalized and exploitive

Its two purposes under God, to be unitive and  
procreative, are lost.<sup>17</sup>

Does everyone agree with the last statement?

That is what our faith teaches us. Human experience teaches that love between a man and woman, with mutual understanding and respect is one of the strongest forces in insuring a stable society. Marriage and family serve as the bedrock for the Church and society at large.

Unfortunately our society has encountered a Sense of the Eclipse of God. *(Read quote on next slide [Isaiah 5:20])*

**The Gospel of Life – Ch. 1  
Slide 18**

Results of the  
Sense of the Eclipse of God

“When conscience, this bright lamp of the soul,  
calls ‘evil good and good evil,’ it is already on the  
path to the most alarming corruption and the  
darkest moral blindness.”<sup>18</sup>

Can anyone give some examples of calling “evil good and good evil?”

- Celebrities and organizations calling abortion good
- Dr. Kevorkian legitimizing euthanasia
- Netherlands families pressuring their elders to select euthanasia

Now we have come full circle. Pope John Paul II wants God to hear us say:  
“YES, every man is his brothers keeper.”

**The Gospel of Life – Ch. 1  
Slide 19**

“Where is Abel your brother?”

“I do not know; am I my brother’s keeper?”<sup>19</sup>

YES, every man is his brother’s keeper.

Unfortunately, right now the blood of the weak, elderly, and those killed before they left their mother’s womb, is crying to God:

**The Gospel of Life – Ch. 1  
Slide 20**

“The voice of your brother’s blood is crying to me from the ground.”<sup>20</sup>

*In Summary:*

**The Gospel of Life – Ch. 1  
Slide 21**

Realize that Freedom demands a responsibility to your fellow man.

Sex is unitive and procreative

Keep God as the focus in your life

*2<sup>nd</sup> Summary Slide:*

**The Gospel of Life – Ch. 1  
Slide 22**

Defend the Weak and Elderly

And finally accept Moses invitation:

“See, I have set before you this day life and good, death and evil... I have set before you life and death, blessing and curse:

THEREFORE, CHOOSE LIFE,  
that you and your descendents may live.”<sup>21</sup>

Defending and fostering Life is part of our Catholic Life.

## Lesson 4 – Video Regarding the Beginning of Human Life and the Right to Life

### Grade 9

**Time:** 50-60 minutes.

**Materials:** Videotape: *Why Can't We Love Them Both*, Part 1, Human Life, Human Rights of the same title (Length: 27 minutes)  
Paper and pencils

**Resources:** Tape – Heritage House 76, 918 S. Main Street, Snowflake, AZ 928-536-7705

**Goals:** To assist students in establishing at what point human life begins; looking at the *rights* of the unborn as persons; looking at abortion from a civil rights perspective and relating it to a similar civil rights issues in the history of the United States.

**Prayer:** Let us pray the Hail Mary to the Mother of our Savior Jesus Christ to guide us in our thoughts today on the mysteries of human life. (Say the Hail Mary.)

**Introduction:** Cover the goals for this class and distribute paper and pencils. Have the students write down their own thoughts on the following questions:

1. When does the life of a human being begin or when does human life begin?
2. The US Courts decided in the Dredd Scott Case that slavery is legal. Were they wrong? Why?
3. Should women have a choice in whether or not to have an abortion? Why or why not?
4. Should men have a choice on whether or not to rape women? Why or why not?

Tell students to answer all questions in about 15 minutes. Then pick one person to answer each question in turn. Encourage brief discussion on each question, but cover them all in 15 minutes.

**View:** *Why Can't We Love Them Both*, Part 1, Human Life, Human Rights.  
At the conclusion of the tape briefly see if any of the students changed their answers based on what they saw.

**Closing Prayer:** The Hail Mary

## Lesson 5 – Video Regarding Post-Abortion Syndrome Grade 9

**Time:** 50-60 minutes

**Materials:** Videotape: *Why Can't We Love Them Both*, Part 2, Post-Abortion Syndrome of  
(Length: 27 minutes)  
Paper and pencils

**Resource:** Tape from Heritage House 76, 918 S. Main Street, Snowflake, AZ 928-536-7705

**Goal:** To Address the question of why society has accepted the culture of death and the trends toward the greater acceptance of euthanasia and the decrease in the value of life.

*Teacher's option/discretion:* The addition of Part 3: Graphic results of abortions. Please review prior to instruction.

**Prayer:** Let us pray the Hail Mary to the Mother of our Savior Jesus Christ to guide us in our thoughts today on the mysteries of human life. (Say the Hail Mary.)

**Introduction:** Cover the goals for this class and distribute paper and pencils. Have the students write down their own thoughts on the questions that follow. (Tell students to answer all questions in about 15 minutes. Then pick one person to answer each question in turn. Encourage brief discussion on each question, but cover them all in 15 minutes.)

1. What is the doctor's primary purpose?

How is this accomplished in an abortion?

2. If Social Security is funded by today's workers for today's retirees, how will it be funded for you when you retire and your corresponding Social Security supporters (workers) have been eliminated at the rate of 4,000 abortions a day during your life time?

Is it an option to encourage the elimination of some elderly to support the Social Security System?

**View:** *Why Can't We Love Them Both*, Part 2, Human Life, Social Questions and Post Abortion Syndrome. *Caution:* end tape at the conclusion of Part 2.

At the conclusion of the tape briefly see if any of the students changed their answers based on what they saw.

**Closing Prayer:** The Hail Mary

## Lesson 6 – The Importance of Human Life and *Evangelium Vitae* Grade 9

**Time:** 20-45 minutes.

**Materials:** PowerPoint slideshow on *The Gospel of Life, Ch. 2*: The Christian Message of Life. The slides are in the accompanying folder. Slides can also be reproduced on transparencies to be used in conjunction with an overhead projector. (Each slide has also been typed into this document.)

**Resources:** *The Gospel of Life: Evangelium Vitae*, a book containing the Encyclical Letter by Pope John Paul II. Could order one for each student via the Internet.  
Bible

**Goal:** To gain an appreciation of how important life is in the teachings of the Church, how God created man in his own image and how eternal life is attainable for Man through the redeeming acts of God's own Son.

**Methodology:** Discuss slides shown. Encourage questions and comment by asking questions on the material.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** The associated PowerPoint slideshow is all that is required for this class. It would be wise to spend some time reviewing the slides and the associated text in order to familiarize yourself with the material. It would be even better if you can read the associated chapter in *The Gospel of Life*.

Suggestions:

- Do not read the text verbatim. Use it just as a guide or read a little if you get stuck. Comment and talk about the slides. The slides themselves should prompt discussion. This should be a relatively informal class with plenty of discussion between students and teacher/facilitator.
- Encourage debate: go on short tangents.
- Encourage students to give real life examples and give some of your own.
- Ideally set the classroom desks or chairs in a *U* with you and a table with projector at the open end of the *U*.

**Slides:**

This is the second chapter of John Paul II's encyclical letter, *The Gospel of Life*:

### **The Gospel of Life – Ch. 2 Slide 1**

Gospel of Life  
Chapter 2

"I Came That They May Have Life"

The Christian Message of Life<sup>22</sup>

God is with us to free us from sin and death and to raise us up to life eternal:

**The Gospel of Life – Ch. 2  
Slide 2**

Life is Good

*(Exercise)*

Why is life good?

Discuss this for a few minutes. If someone brings up negatives, steer it back to how good life is.

Encourage students to describe the good things they've experienced in life: These could include companionship, foods, beautiful sunsets, comfort, friendship, prayer, shared experiences, boating, fishing, the warmth of the sun, sports, camping, the feeling of accomplishment after completing a difficult or challenging task, hobbies, swimming, humorous occasions, jokes, singing, songs you like, working on what interests you, Mass, helping others, traveling etc.

*Exercise Option:* Have the students write down an experience in life that they've enjoyed or found fulfilling. Pick 2 or 3 to read their essay.

Life is a gift given to us by God. Accept it and be thankful for it just as if you had gotten a gift from a good friend.

How is human life different from other forms of life?

**The Gospel of Life – Ch. 2  
Slide 3**

The Life, which God  
gives Man, is quite  
different from the Life  
of all living creatures

If you have a chalk or white board write down what students see as characteristics that distinguish human beings from other life.

Examples:

- Tool making abilities
- Greater power to reason
- Speech
- Ability to write
- Creative ability- the Arts
- Greater intelligence

We're the only creature capable of knowing and loving his Creator:

**The Gospel of Life – Ch. 2  
Slide 4**

Man is the only creature  
"Capable of knowing and  
loving his Creator"<sup>23</sup>



Here are several quotes on slides taken from the Bible and other theological sources that illustrate that man is at the summit of God's creative activity. As I put up the next few slides take a couple of minutes to read and think about each. (*Encourage students to comment on each slide or provide your own thoughts on the slides.*)

**The Gospel of Life – Ch. 2  
Slide 5**

Man is a manifestation of  
God in the World,  
a sign of his presence,  
a trace of his glory.<sup>24</sup>

**The Gospel of Life – Ch. 2  
Slide 6**

Saint Ambrose said:

The sixth day is finished and the Creator of the world ends with the formation of that masterpiece which is Man, who exercises dominion over all living creatures and is as it were the crown of the universe and the supreme beauty of every created being.<sup>25</sup>

**The Gospel of Life – Ch. 2  
Slide 7**

God in creating human beings

“Endowed them with strength like his own and made them in his own image.” He provided them with “spiritual faculties, which are distinctly human.”<sup>26</sup>  
*Book of Sirach*

**The Gospel of Life – Ch. 2  
Slide 8**

And,  
*(Book of Sirach continued)*

“He filled them with knowledge and understanding and showed them good and evil”<sup>27</sup>

**The Gospel of Life – Ch. 2  
Slide 9**

The ability to attain truth and freedom are human prerogatives.  
*Deuteronomy 32:4*<sup>28</sup>

What do you think of the slides that have been shown to you?

What does it mean to you when you hear that Man was created in the image of God?

We are derived from God. Our attributes, thought processes, emotions, motivations and other characteristics are very similar to our Creator.

God had a plan for us. When He created Adam and Eve, He planned that their lives and their descendents lives would be eternal in a perfect paradise as shown in the following slide:

**The Gospel of Life – Ch. 2  
Slide 10**

“For God created man for incorruption and made him in the image of his own eternity.”  
*Wisdom 2:23*<sup>29</sup>

Adam and Eve strayed and marred God’s plan:

**The Gospel of Life – Ch. 2  
Slide 11**

“Whereas the disobedience of Adam had ruined and marred God’s plan for human life and introduced death into the world, the redemptive obedience of Christ is the source of Grace poured upon the human race opening wide to everyone the gates of the Kingdom of Life”  
*Apostle Paul*<sup>30</sup>

Christ made it possible for us to enjoy eternal life. Without His intercession, the promise of life after death would be impossible:

**The Gospel of Life – Ch. 2  
Slide 12**

“The first man, Adam, became a living being; the last Adam (Christ) became a living spirit”  
*1 Corinthians 15:45*

“Whoever lives and believes in me shall never die.”  
*John 11:26*<sup>31</sup>

As shown on the first slide, we have now covered the second chapter in *The Gospel of Life* that illustrates how we had eternal life in paradise, lost it through sin and Christ came to redeem us and renew the promise of eternal life after death:

**The Gospel of Life – Ch. 2  
Slide 13**

Gospel of Life  
Chapter 2

“I Came That They May Have Life”

The Christian Message of Life<sup>32</sup>

**Closing Prayer:**

Thank You Lord for guiding us in seeking the truth behind Your words in the Bible. Protect us in our Dailey lives and allow us to enjoy the true pleasures in life. Make us tolerant of others. Give us patience and the will to help others less fortunate than ourselves. Amen.

## Lesson 7 – Show Video Illustrating the Medical Risks Associated with Abortion

### Grade 9

**Time:** 30-60 minutes per lesson

**Materials:** Videotape: *Christi's Choice*

**Resources:** Heritage House Inc., 919 South Main St., Snowflake, AZ 85937 or LDI, Post Office Box 2226, Denton, TX 76202 (940) 380-8800/8700 and brochure, "Abortion as Your Option" from Heritage House Inc., 919 South Main St., Snowflake, AZ 85937

**Media:** TV, VCR

**Goal:** To provide insight on the extreme risks taken by those who chose abortion and to illustrate the life long consequences that affect not only the woman undergoing the abortion, but to also illustrate the massive impact on her family and friends.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** Today we will view one of the truly sad incidents in which a young woman and her mother elect to go to an abortionist to abort the young women's child. Things go terribly wrong and the physical and emotional impact is terrible.

**Video:** Show the videotape. For lesson 7 show the videotape and ask applicable discussion questions listed below. A quality discussion of a few questions is preferred over a quantity of short answers with less meaning.

**Discussion:** Ask students what their initial thoughts and feelings about the videotape are. Guide the discussion by asking the questions below. The **bold type answers** will help to guide your own thought process and are not ironclad answers. The key is to foster discussion and frequently it will take off on its own.

1. What are the risks during an abortion? Are they different than other medical procedures such as open-heart surgery, appendectomy, or any similar invasive procedures?

**The medical risks are similar but frequently those risks are increased by the inferior medical emergency procedures and equipment of the abortionists.**

**Abortionists usually do not use ambulances in emergencies and instead use private cars without emergency medical equipment to avoid bad publicity.**

**Frequently, abortionists do not have hospital rights, which slows access to medical care when things go wrong.**

**Women are required to sign documents, which hold the abortionists not liable for any medical problems that occur during or after the abortion.**

**Abortionists, in general, do not have any means like ultrasound or X-rays of seeing inside the uterus during the abortion. The abortionist feels his way around the womb with medical instruments. Damage to the women's body potentially could go undetected until serious symptoms develop.**

2. What happened to Christi?

**Full cardiac and respiratory arrest, followed by brain death with only the brain stem remaining viable. Medically, she will never return to her former self.**

3. What are the consequences to the family?

**Christi requires 24-hour care. The family funds are being depleted. Bankruptcy may be declared with the corresponding loss in the family's standard of living.**

Follow-up questions:

- a. Can you imagine the magnitude of this loss to the family?
  - b. How would you personally cope with this if this happened in your own family?
  - c. How would you cope if this happened to your own child?
  - d. How does this impact the relationship between wife and husband?
  - e. What degree of guilt do you think the mother feels?
  - f. What consequences did the abortionist suffer? **Basically None.**
4. How do the consequences of this abortion impact the dignity of the victim-Christi?

**Mother: "She has lost all dignity." She soils herself, she drools, etc.**

5. What is the impact on Christi's 16-year-old brother?

**He has had to grow up very quickly and is sad and more serious than normal 16 year olds.**

#### **Summary and closing thoughts:**

The focus of this lesson has been to expose the impact a daughter's abortion has had on her life and that of her family. Additionally this lesson fosters an awareness of the medical risks associated with abortion.

#### **Closing Prayers:**

Lord, in Your mercy, help those women who are struggling with the decision on whether or not to have an abortion. Also help heal the physical, psychological, mental and spiritual wounds of those women who have had an abortion. Help their families to also receive your healing mercy in your Name we pray. Amen.

The Our Father

## Lesson 8 – Understanding God’s Law to Not Kill via *Evangelium Vitae*” Grade 9

**Time:** 20-50 minutes

**Materials:** PowerPoint slideshow on *The Gospel of Life, Ch. 3: God's Holy Law*. The slides are in the accompanying folder. Slides can also be reproduced on transparencies to be used in conjunction with an overhead projector. (Each slide has also been typed into this document.)

**Resources:** *The Gospel of Life: Evangelium Vitae*, a book containing the Encyclical Letter by Pope John Paul II. Could order one for each student via the Internet.  
Bible

**Goal:** To gain an appreciation of how important life is in the teachings of the Church, how God created man in his own image and how eternal life is attainable for Man through the redeeming acts of God’s own Son.

**Methodology:** Discuss slides shown. Encourage questions and comments by asking questions on the material.

**Prayer:** The Our Father and the Hail Mary

**Introduction:** The associated PowerPoint slideshow is all that is required for this class. It would be wise to spend some time reviewing the slides and the associated text in order to familiarize yourself with the material. It would be even better if you can read the associated chapter in *The Gospel of Life*.

Suggestions:

- Do not read the text verbatim. Use it just as a guide or read a little if you get stuck. Comment and talk about the slides. The slides themselves should prompt discussion. This should be a relatively informal class with plenty of discussion between students and teacher/facilitator.
- Encourage debate: go on short tangents.
- Encourage students to give real life examples and give some of your own.
- Ideally set the classroom desks or chairs in a *U* with you and a table with projector at the open end of the *U*.

**Slides:**

This is the third chapter of John Paul II’s encyclical letter, *The Gospel of Life*

### **The Gospel of Life – Ch. 3 Slide 1**

The Gospel of Life  
Chapter 3

“You Shall Not Kill”  
God’s Holy Law<sup>33</sup>

What does this mean?

**The Gospel of Life – Ch. 3  
Slide 2**

“It makes no difference whether one is the master of the world or the poorest of the poor on the face of the earth...before the demands of morality we are absolutely equal.”<sup>34</sup>  
*John Paul II*

It means that all life is equal in the eyes of the Lord:

**The Gospel of Life – Ch. 3  
Slide 3**

All Life is Equal  
in the  
Eyes of the Lord

What are the obvious implications of this?

**The Gospel of Life – Ch. 3  
Slide 4**

Procured abortion is the deliberate and direct killing of a human being in the initial phase of his or her existence, extending from conception to birth.<sup>35</sup>

The act of abortion is equivalent to the murder of a child, adult or elderly person. By our compassionate nature to protect the innocent and the weak, we should view it in a graver manner because it is the permanent interruption of a person's life that hasn't even had the chance to live it yet. They haven't had the pleasure or experience to taste food or feel the sun.

Can you list some other things that a small aborted child will not experience that you have?

So you see that abortion is wrong, put yourself in the position of a child in the womb:

**The Gospel of Life – Ch. 3  
Slide 5**

Put yourself in the position of the child in the womb. A place you have been before.  
Describe some of the characteristics of the child in the mother's womb.

Describe the characteristics of a child in the womb:

- Innocent
- Defenseless
- Totally dependent on mother for water, food and oxygen

Should a mother have the right to abort (you) the child?

**The Gospel of Life – Ch. 3  
Slide 6**

Your mother doesn't know you and she has  
not seen your face.

Should she have the right to end your feeble  
life?

Should you have the right to deny her?

Who should represent your needs and  
rights?

And would she if she saw the child's face?

Consider the rights an individual is guaranteed by the Government:

**The Gospel of Life – Ch. 3  
Slide 7**

Under our Government, normally you are  
entitled to certain rights to include life, liberty,  
and the pursuit of happiness.

The child in the womb gets none of these.

What rights does the unborn baby have?

None.

And notice that the right to life is listed first because you can't have the others without life.

Should the unborn child be afforded rights and protections in the womb?  
Why or why not?

Popular culture today focuses on the young and pays far less respect to the elderly than in days past. It is, however, on their shoulders that we stand today. Our country, our society, and our culture among other things are great because of the hard work and sacrifices they have made to ensure a brighter future for their descendants. We must respect the elderly:

**The Gospel of Life – Ch. 3  
Slide 8**

"Old age is characterized by dignity and surrounded  
by reverence"  
*cf, 2 Mac 6:23*<sup>36</sup>

What have the elderly done to make your life better?

**The Gospel of Life – Ch. 3  
Slide 9**

What have the elderly done to  
make your life better?

Examples of how we've benefited from the elderly:

- Defended the country
- Brought us out of the Great Depression
- Built Industry and Jobs
- Raised our standard of living
- Guaranteed our rights under the Government
- Civil Rights Movement

Catholics believe that assisted suicide shows our disrespect to them. It is a slippery slope because we are heading in the same direction as the Dutch. What once is considered mercy, soon becomes an expectation:

**The Gospel of Life – Ch. 3  
Slide 10**

Euthanizing the elderly shows our disrespect for them.

We do however believe in the alleviation of excess suffering. It has been scientifically shown that strong painkillers, such as opiates, focus primarily on pain rather than pleasure in people suffering severe pain:

**The Gospel of Life – Ch. 3  
Slide 11**

The Church allows strong painkillers to alleviate suffering.<sup>37</sup>

Our primary focus is not in this area but we have to at least mention Legitimate Defense when we cover God's Holy Law. This covers self-defense and war:

**The Gospel of Life – Ch. 3  
Slide 12**

Legitimate Defense

This can be not only a right but also a grave duty for someone responsible for another's life, the common good of the family or of the state.

In the case of taking the aggressor's life...the fatal outcome is attributable to the aggressor whose action brought it about.<sup>38</sup>

The Catholic Church discourages capital punishment unless there is no way possible that government can protect society against a dangerous individual. However, in the vast majority, he or she can be imprisoned for life. Consequently there are very few cases where this would apply.

**The Gospel of Life – Ch. 3**



**Slide 13**

Capital Punishment

The only justified execution would be to protect society from the individual. By executing the individual, you deny him any possibility of redemption in front of our Lord and society has itself violated God's law.<sup>39</sup>

Finally, in summary . . .

**The Gospel of Life – Ch. 3**

**Slide 14**

Laws, which legitimize the direct killing of innocent human beings through abortion or euthanasia, are in opposition to the inviolable right to life proper to every individual.<sup>40</sup>

**Closing Prayer:** The Our Father

## Lesson 9 – Understanding the Importance of Helping Others via *Evangelium Vitae*

### Grade 9

**Time:** 10-30 minutes

**Materials:** PowerPoint slideshow on *The Gospel of Life, Ch 4: For A New Culture of Life*. The slides are in the accompanying folder. Slides can also be reproduced on transparencies to be used in conjunction with an overhead projector. (Each slide has also been typed into this document.)

**Resources:** *The Gospel of Life: Evangelium Vitae*, a book containing the Encyclical Letter by Pope John Paul II. Could order one for each student via the Internet.  
Bible

**Goal:** To gain an appreciation of how important life is in the teachings of the Church, how God created man in his own image and how eternal life is attainable for Man through the redeeming acts of God's own Son.

**Methodology:** Discuss slides shown. Encourage questions and comment by asking questions on the material.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** The associated PowerPoint slideshow is all that is required for this class. It would be wise to spend some time reviewing the slides and the associated text in order to familiarize yourself with the material. It would be even better if you can read the associated chapter in *The Gospel of Life*.

Suggestions:

- Do not read the text verbatim. Use it just as a guide or read a little if you get stuck. Comment and talk about the slides. The slides themselves should prompt discussion. This should be a relatively informal class with plenty of discussion between students and teacher/facilitator.
- Encourage debate: go on short tangents. Make it lively.
- Encourage students to give real life examples and give some of your own.
- Ideally set the classroom desks or chairs in a *U* with you and a table with projector at the open end of the *U*.

**Slides:**

This is the fourth chapter of John Paul II's encyclical letter, *The Gospel of Life*:

#### **The Gospel of Life – Ch. 4 Slide 1**

The Gospel of Life  
Chapter 4

“You Did It For Me”  
Extending the Culture of Life<sup>41</sup>

The family is the sanctuary of life:

**The Gospel of Life – Ch. 4  
Slide 2**

The Family is the  
Sanctuary of Life<sup>42</sup>

Can anyone describe an incident that illustrates the unitive influence of the family pulling together either in the face of adversity or to comfort and protect one or more of its members?

When the family is not there, then society, the Church organizations, and individuals have to assist those less fortunate people:

**The Gospel of Life – Ch. 4  
Slide 3**

Help for the less fortunate:

- Church
- Charities
- Hospitals &  
Health Organizations
- Business
- Government
- Individuals & Society

And when their earthly existence draws to a close, it is charity which enables the elderly and terminally ill to enjoy genuine human assistance and to receive adequate response to their needs:

**The Gospel of Life – Ch. 4  
Slide 4**

“And when the earthly existence draws to a close it is charity, which enables the elderly and terminally ill to enjoy a genuinely human assistance and to receive adequate response to their needs.”<sup>43</sup>

Can anyone describe an incident where you were surprised by the life experience of an elderly person?

Are there any other charities, agencies or individuals that improve the life of the poor, elderly, terminally ill and families or mothers in need?

We'll conclude the final chapter in *The Gospel of Life* by saying the following about the family, the sanctuary of life and the following concluding prayer from *The Gospel of Life*.

**Closing Prayer:**

O Mary  
Bright dawn of the new world  
Mother of the living,  
To you do we entrust the cause of life.  
Look down, O Mother,  
Upon the vast numbers,  
of babies not allowed to be born,

of the poor whose lives are made difficult,  
of men and women  
who are victims of brutal violence,  
of elderly and sick killed  
by indifference or out of misguided mercy.  
Grant that all who believe in your  
Son may proclaim the Gospel of Life  
with honesty and love  
to the people of our time.  
Obtain for them the grace  
to accept that Gospel  
as a gift ever new,  
the joy of celebrating it with gratitude  
throughout their lives,  
and the courage to bear witness to it  
resolutely, in order to build,  
together with all people of good will,  
the civilization of truth and love,  
to the praise and glory of God  
the Creator and lover of life.<sup>44</sup>

## Lessons 10 & 11 – Listen to Audiotape Explaining How Abortion Misuses Women

### Grade 9

**Time:** 40-60 minutes per lesson.

**Materials:** Audiotape of the same title available online from *Priests for Life*  
Cassette Player

**Methodology:** Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 10). Listen to second half of audiotape and lead an organized discussion for the remainder of class (Lesson 11).

**Goal:** To inform students how abortion denies women their respect and humanity in today's world.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** Women are truly exploited by abortion. Through the act of abortion the God given gift that set women apart from men is denied and cast aside.

#### ***For lesson 10:***

Listen to first half of audiotape and discuss what you've heard. Present the following questions and discuss each:

1. What are the two things that women who undergo an abortion ask?
2. Why does Father Pavone's sign, "Abortion Exploits Women," anger so many pro-abortion people?  
Does he have a point? Why?
3. If a friend told you she was going to have an abortion what would you tell her?

#### ***For lesson 11:***

Listen to the remaining audiotape and discuss what you've heard. Present the following questions and discuss each:

1. What major risk do women who have had an abortion face?
2. Discuss a pro-life philosophy and feminism.

Are they mutually exclusive or can a woman be both today?  
Does abortion exploit women?

If you have significant divergence of opinion among the students set up a panel for each side a debate.

**Closing Prayer:** The Our Father

## Lesson 12 – Show Video of a First Trimester Abortion Grade 9

**Time:** 30-40 minutes

**Materials:** Videotape: *The Silent Scream*

**Media:** TV, VCR

**Resources:** Video: *The Silent Scream* – available from Heritage House, 919 South Main St., Snowflake, AZ 85937.

**Goal:** To familiarize students on how an abortion is conducted in the first trimester by viewing it via ultrasound. The resolution is very grainy by today's standards but this ultrasound video turned many away from being pro-choice.

**Prayer:** The Glory Be

**Introduction:** Go over the Lesson Goal. The video was made around 1984. Dr. Bernard Nathanson, who was a unifying force in getting abortion legalized in the U.S, made it. He wanted to do an ultrasound of an abortion to study better techniques for abortion and was profoundly influenced by what he saw. He did several more ultrasounds changed his thinking on abortion and made this film.

Introduce the videotape by providing a short history on Dr. Nathanson:

1. By his own admission he grew up in a dysfunctional family. His father was a non-practicing Jew and a medical doctor by profession.
2. He attended McGill University, Montreal Canada and did his residency at Women's Hospital of New York in a desperately poor neighborhood in Harlem. There he saw many women who had botched self-abortions and were sick and in some instances dying.
3. He challenged society to allow, the radical concept at the time, of abortion. He lobbied with others to incrementally liberalize the law in regards to abortion.
4. He established the National Association for the Repeal of Abortion Laws, which latter became the National Abortion and Reproductive Rights League (NARAL). This all lead to *Roe vs. Wade*.
5. He assisted in 60,000 abortions to include his own child when his girl friend at the time got pregnant.
6. He converted to Catholicism and is now a pro-life advocate.

**Video:** Show the videotape. End class with prayers.

### Closing Prayers:

“Lord, that You may provide insight to other abortionists, so they may see the immensity of the wrong they are doing.”

The Our Father

## Permission Slip to view video, *The Silent Scream*

*The Silent Scream* is a graphic video that shows an abortion procedure with ultrasonic images as well as real-time footage of the dead, aborted human being.

It is recommended that everyone view this video in order to fully appreciate that abortion destroys a human life.

If the student wishes to view this video, and the parent or guardian agrees, then *both the student and at least one parent/guardian must sign* on the lines as indicated below.

I have read and understand the statement above and agree that the student can view the video, *The Silent Scream*.

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STUDENT'S SIGNATURE

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DATE

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PARENT'S OR GUARDIAN'S SIGNATURE

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DATE

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PARENT'S OR GUARDIAN'S SIGNATURE

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DATE

## Resources: Ninth Grade

### Lesson 1

Videotape: *Ultrasound: "A Window to the Womb,"* Heritage House 76, 918 S. Main Street, Snowflake, AZ 85937 Telephone: 928-536-7705. Brochure entitled *Milestones of Early Life*, Heritage House Inc., 919 South Main St., Snowflake, AZ 85937. Telephone: 928-536-7705.

### Lesson 2-3

***The Gospel of Life*** available from Pauline Books & Media, 50 Saint Paul's Avenue, Boston, MA 02130-3491 or <http://www.pauline.org/>. It is also at the Vatican website: [http://www.vatican.va/edocs/ENG0141/\\_INDEX.HTM](http://www.vatican.va/edocs/ENG0141/_INDEX.HTM).

### Lesson 4

Videotape: *Why Can't We Love Them Both*, Heritage House 76, 918 S. Main Street, Snowflake, AZ 85937. Telephone: 928-536-7705

### Lesson 5

Videotape: *Why Can't We Love Them Both*, Heritage House 76, 918 S. Main Street, Snowflake, AZ 85937 Telephone: 928-536-7705

### Lesson 6

***The Gospel of Life*** available from Pauline Books & Media, 50 Saint Paul's Avenue, Boston, MA 02130-3491 or <http://www.pauline.org/>. It is also at the Vatican website: [http://www.vatican.va/edocs/ENG0141/\\_INDEX.HTM](http://www.vatican.va/edocs/ENG0141/_INDEX.HTM).

### Lesson 7

Videotape: *Christi's Choice*, Heritage House Inc., 919 South Main St., Snowflake, AZ 85937. Telephone: 928-536-7705 or LDI, Post Office Box 2226, Denton, TX 76202 (940) 380-8800/8700. Brochure: *Abortion as Your Option* from Heritage House Inc., 919 South Main St., Snowflake, AZ 85937 Telephone: 928-536-7705.

### Lesson 8

***The Gospel of Life*** available from Pauline Books & Media, 50 Saint Paul's Avenue, Boston, MA 02130-3491 or <http://www.pauline.org/>. It is also at the Vatican website: [http://www.vatican.va/edocs/ENG0141/\\_INDEX.HTM](http://www.vatican.va/edocs/ENG0141/_INDEX.HTM).

### Lesson 9

***The Gospel of Life*** available from Pauline Books & Media, 50 Saint Paul's Avenue, Boston, MA 02130-3491 or <http://www.pauline.org/>. It is also at the Vatican website: [http://www.vatican.va/edocs/ENG0141/\\_INDEX.HTM](http://www.vatican.va/edocs/ENG0141/_INDEX.HTM).

### Lessons 10 and 11

Audiotape: *Abortion Exploits Women*, <http://www.priestsforlife.org/>, Priests for Life, PO Box 141172, Staten Island, NY 10314, (888) PFL-3448 or (718) 980-6515.

### Lesson 12

Videotape: *The Silent Scream*, Heritage House, 919 South Main St., Snowflake, AZ 85937. Telephone: 928-536-7705.



## Endnotes: Ninth Grade

1. John A. Hardon, "encyclical" *Modern Catholic Dictionary*, 2003, p. 149.
2. John Paul II, *The Gospel of Life: Evangelium Vitae*, 1995, p. 19.
3. *Ibid.*
4. *Ibid.*, p. 35.
5. *Ibid.*
6. *Ibid.*, p. 34.
7. *Ibid.*, p. 35.
8. *Ibid.*, p. 36.
9. Hardon, *op cit.*, p. 63.
10. John Paul II, *op. cit.*, pp. 35-6.
11. *Ibid.*, p. 38.
12. *Ibid.*
13. *Ibid.*, p. 39.
14. *Ibid.*, p. 40.
15. *Ibid.*, p. 42.
16. *Ibid.*
17. *Ibid.*, p. 43.
18. *Ibid.*, p. 44.
19. *Ibid.*, p. 45.
20. *Ibid.*
21. *Ibid.*, p. 50.
22. *Ibid.*, p. 52.
23. *Ibid.*, p. 60.
24. *Ibid.*, p. 59.
25. *Ibid.*, p. 62.
26. *Ibid.*, p. 60.
27. *Ibid.*

28. *Ibid.*
29. *Ibid.*, p. 63.
30. *Ibid.*
31. *Ibid.*
32. *Ibid.*, p. 52.
33. *Ibid.*, p. 85.
34. *Ibid.*, p. 94.
35. *Ibid.*, p. 95.
36. *Ibid.*
37. *Ibid.*, p. 107.
38. *Ibid.*, pp. 90-1.
39. *Ibid.*, p. 91.
40. *Ibid.*, p. 119.
41. *Ibid.*, p. 126.
42. *Ibid.*, p. 145.
43. *Ibid.*, p. 140.
44. *Ibid.*, pp. 166-7.

## **Bibliography: Ninth Grade**

*Abortion as Your Option.* Snowflake, AZ: Heritage House Incorporated, 2000.

*Christi's Choice.* Videotape. Dir. Mark Crutecher. Denton, TX: Life Dynamics, Inc., 1998.

Hardon, John A. *The Modern Catholic Dictionary.* Chicago: Inter Mirifica, 2003.

John Paul II. *The Gospel of Life: Evangelium Vitae.* Boston: Pauline Books and Media, 1995.

*Milestones of Early Life.* Snowflake, AZ: Heritage House Incorporated, 2000.

*The Silent Scream.* Prod. Bernard N. Nathanson. Videotape. Brunswick, OH: American Portrait Films International, 1984.

*Ultrasound: "A Window to the Womb."* Prod. Shari Richard. Videotape. Bloomfield, MN: Sound Wave Images, 2002.

*Why Can't We Love Them Both.* John C. Willke. Videotape. Cincinnati: Hayes Publishing Co., 1997.

# ***Tenth Grade***

The Nuremberg War Crimes Tribunal indicted and convicted ten Nazi leaders for **"encouraging and compelling abortions,"** an act which the Tribunal characterized as **"a crime against humanity."** As with their other crimes against humanity, the Nazis protested that "we were just following orders." Lieutenant General Richard Hildebrandt, the SS (Schutzstaffel) Chief of the RKFVD's Race and Settlement Office in Berlin, stated that "Up to now nobody had the idea to see in this interruption of pregnancy a crime against humanity."  
- *Nuremberg Military Tribunals, IV:1081-84. Nuremberg: NO-3512.*

## Summary of Tenth Grade Lessons

### Lesson 1

- Video: ..... *Life's Greatest Miracle* or *Ultrasound: "A Window to the Womb"*  
Purpose: ..... Establish what constitutes Human Life. Biological Background/Fetal development (Fetus, Embryo, Baby, Child)  
Methodology: ..... Watch video and handout brochure entitled *Milestones of Early Life*. Discuss whether the fetus in the mother's womb is human and should be considered a person.

### Lesson 2

- Video: ..... *Why Can't We Love Them Both* Part 1—Human Life, Human Rights (28 Minutes)  
Purpose: ..... Discuss what the rights of an unborn human being should be.  
Methodology: ..... Organized discussion after video.

### Lesson 3

- Audio: ..... *The Abortion Breast Cancer Link*  
Purpose: ..... To show evidence provided by scientific studies of the increased risk of breast cancer associated with abortions.  
Methodology: ..... Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 2). Listen to second half of tape and lead an organized discussion for the remainder of class (Lesson 3).

### Lesson 4

- Video: ..... *Meet the Abortion Providers* (1 Hour)  
Purpose: ..... Reveal the actual motivations behind abortion providers, the conditions of the procedure and patient rights available.  
Methodology: ..... Organized discussion after video.

### Lesson 5-6

- Video: ..... *Bioethical Challenges of the 21<sup>st</sup> Century*  
Purpose: ..... Trace the course of the life of an abortion advocate to his full transformation to Catholicism. Focus on the religious aspects of his journey.  
Methodology: ..... View videotape and provide organized discussion of tape. View approximately 20 minutes and lead organized discussion for Lesson 5 and view remaining tape and discuss for Lesson 6.

### Lesson 7

- Video: ..... *The Silent Scream*  
Purpose: ..... Dr. Nathanson discusses how ultrasound made him realize that as an abortionist he was murdering the most innocent of human beings.  
Methodology: ..... Organized discussion after viewing video.

### Lessons 8 and 9

- Audio: ..... *Euthanasia: Merciful Killing?*  
Purpose: ..... A talk on how the steady erosion of our respect for life has had unintended

consequences.

Methodology: .....Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 15). Listen to second half of audiotape and lead an organized discussion for the remainder of class (Lesson 16).

### **Lessons 10 and 11**

Audio: .....*Abortion Exploits Women* by Father Frank Pavone

Purpose: .....To inform students how abortion denies women their respect and humanity in today's world.

Methodology: .....Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 10). Listen to second half of audiotape and lead an organized discussion for the remainder of class (Lesson 11).

## Lesson 1 – Life in the Mother’s Womb

### Grade 10

**Time:** 60 minutes

**Materials:** Videotape(s): *Life’s Greatest Miracle* or *Ultrasound: “A Window to the Womb”*  
Brochure entitled *Milestones of Early Life*

**Goal:** To inform students about the uniqueness of life and provide a tool that allows them to observe life in the mother’s womb. Improvements in technology have allowed better definition and finer resolution of the unborn child. This latest version *Life’s Greatest Miracle* is truly spectacular. What’s very interesting about this Nova (PBS) version is that they address the fetus as a human child in the mother’s womb. This tape will convince many that they are seeing the images of a life that is undeniably human.

**Prayer:** Let us pray the Hail Mary to the Mother of our Savior Jesus Christ to guide us in our thoughts today on the mysteries of human life. (Say the Hail Mary.)

**Introduction:** This video will visually illustrate that the life within the womb is distinctly human. Observation of its movements and behavior clearly indicates that it exhibits all the characteristics of human life, as we know it. This is a NOVA film made by PBS and doesn’t carry any affiliation with a particular religion. The latest version is narrated by John Lithgow and is visually spectacular.

**Video:** View *Life’s Greatest Miracle*

After they have viewed this videotape, ask the following questions:

1. What are your impressions of this videotape?
2. Has this changed their perception of the fetus?
3. What are their thoughts on the advances in imaging the child in the womb?
4. Tell us one thing that you didn’t know or were surprised by when you watched this film?
5. Should this relatively fragile life be cherished and protected by society?
6. Did you notice that the life in the womb was referred to as a baby on more than one occasion?

**Hand out brochure entitled *Milestones of Early Life*.**

Have the students read it. Explain that what the students have read is the truth, as we know it. These are scientific facts as understood by medical schools and universities.

Does the Brochure significantly change anybody’s previous beliefs?

**Closing Prayer:** The Hail Mary

## **Lesson 2 – Video Regarding the Beginning of Human Life and the Right to Life**

### **Grade 10**

**Time:** 50-60 minutes

**Materials:** Videotape: *Why Can't We Love Them Both*, Part 1, Human Life, Human Rights (Length 27 minutes)  
Paper and pencils

**Resources:** Tape from Heritage House 76, 918 S. Main Street, Snowflake, AZ 928-536-7705

**Goal:** To assist students in establishing at what point human life begins, should this life have any rights as a person, look at abortion from a civil rights perspective and relate to a similar civil rights issue in the United States history.

**Prayer:** Let us pray the Hail Mary to the Mother of our Savior Jesus Christ to guide us in our thoughts today on the mysteries of human life. (Say the Hail Mary.)

**Introduction:** Cover the goals for this class and distribute paper and pencils. Have the students write down their own thoughts on the following questions:

1. When does the life of a human being begin or when does human life begin?
2. The US Courts decided in the Dredd Scott Case that slavery is legal. Were they wrong? Why?
3. Should women have a choice in whether or not to have an abortion? Why or why not?
4. Should men have a choice on whether or not to rape women? Why or why not?

Tell students to answer all questions in about 15 minutes. Then pick one person to answer each question in turn. Encourage brief discussion on each question, but cover them all in 15 minutes.

**View:** *Why Can't We Love Them Both*, Part 1, Human Life, Human Rights

At the conclusion of the tape, briefly see if any of the students changed their answers based on what they saw.

**Closing Prayer:** The Hail Mary



### **Lesson 3 – Does Abortion Cause Breast Cancer?**

#### **Grade 10**

**Time:** 40-60 minutes per lesson.

**Materials:** Audiotape: *Abortion and the Breast Cancer Link*, available from Human Life International.

**Methodology:** Listen to audiotape and lead organized discussion for the remainder of class.

**Goal:** To review recent scientific studies that have established a possible increased risk of breast cancer in conjunction with abortion.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** Studies have indicated a possible link between increased breast cancer risk and abortion. This audiotape will go into more detail on that risk. In addition to ending a human life, abortion puts women who have had one at increased risk of developing breast cancer later in life.

#### **Play audiotape**

Have each student state one thing that impressed, surprised or otherwise influenced him or her. Discuss the best responses at greater length.

**Closing Prayer:** The Hail Mary

## Lesson 4 – Transformation from Pro-choice to Pro-Life Grade 10

**Time:** 35-60 minutes

**Materials:** Videotape titled *Meet the Abortion Providers*. Resource: Heritage House 76, 919 S. Main Street, Snowflake, AZ 85937, 928-536-7705 or Pro-Life Action League, 6160 N. Cicero Ave., Ste 600, Chicago, IL 60646-9836. 312-777-2900

**Media:** TV, VCR

**Goal:** To examine why people get involved in performing abortions and correspondingly why they eventually left that practice. Reflect on their change in attitudes, values and spirituality.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** Today we will watch a portion of a video about people that entered and left the abortion industry. As we watch ask yourself what made these people, some very intelligent and educated, leave their jobs which supported or conducted the practice of abortion.

**Video:** Show the videotape. Afterwards, ask pertinent questions from the questions listed below. You do not have to complete all the questions. A quality discussion of a few questions is preferred over a quantity of short answers with less meaning.

**Discussion:** Ask Students what their initial thoughts and feelings about the videotape are. Guide the discussion by asking the questions below. The **bold type answers** will help to guide your own thought process and are not ironclad answers. The key is to foster discussion and frequently it will take off on its own. Also, you are not limited to just these questions. You may ask additional questions on your own depending on the direction the discussion takes.

1. What generally is the first reaction at the clinic after a woman has an abortion?

**She realizes that she has caused her baby's death and wants to leave the premises immediately.**

2. Why did the people in the film participate directly or indirectly in the practice of abortions?

**Career progression, the desire to master a new medical procedure, and the desire to make more money**

3. Why did they elect to no longer participate in the practice of abortion?

**Faith, Conscience, confrontation with the truth (e.g. the irony of a doctor who with his wife wanted to adopt a child and realized that he was killing them during the abortions he conducted), the realization that what they were doing was morally wrong and situations where children are more aware of the truth than their parents are**

4. Is abortion actively marketed by the abortion industry? At abortion clinics are alternatives to abortion discussed?

**Yes. Clinic directors are told to sell abortions the way car dealers pressure their customers to buy their cars. Because of this alternatives to abortion are rarely discussed and never pushed.**

5. How is an abortionist like a paid assassin?

**Both are paid to kill a person.**

6. When a doctor learned to do abortions as a new procedure to master, what was his first reaction and how did they change after he had done it several times?

**Initially he was enthusiastic to learn something new, which turned to curiosity and shock when he examined the contents of the suction bag. After awhile he realized that his heart had hardened.**

#### **Summary and closing thoughts:**

This video exposes the truth that the abortion providers are motivated by money through the sales and marketing of abortions. They are wrongly perceived to provide an easy solution to a tough problem. It is when people that are abortion providers and their associates realize the truth that they are killing unborn children that they leave.

#### **Closing Prayer:**

Lord, guide the minds of those present to see the truth. Provide them with knowledge and wisdom to see the things the way they are and not the way today's popular culture wants them to see the world. Open hearts and minds to see your love for all children—born and unborn. In Jesus' Name we pray. Amen.

## Lessons 5 & 6 – Bioethics and Abortion

### Grade 10

#### Why America's Abortion Industry's Founder Converted to Catholicism And Became a Pro-Life Advocate

**Time:** 1 hour

**Materials:** Videotape: *Bioethical Challenges of the 21st Century* – Father Frank Pavone's Interview with Dr. Barnard Nathanson

**Media:** TV, VCR

**Resources:** *Bioethical Challenges of the 21<sup>st</sup> Century*, available online from *Priests for Life* or *Heritage House 76*

**Goal:** To familiarize students on how the abortion industry was established in this country, why society and the Church were unprepared for this development and to show what religious ethical challenges await society and the Church in the future.

**Procedure:** View videotape and provide organized discussion of tape. View approximately 20 minutes and lead organized discussion based on material below for Lesson 5 and view remaining tape and discuss for Lesson 6.

**Prayer:** The Glory Be

**Introduction:** Go over the Lesson Goal. The method for attaining this goal is an interview of an individual who was instrumental in the legalization of abortion in this country.

Introduce the videotape by providing a short history on Dr. Nathanson:

1. By his own admission he grew up in a dysfunctional family. His father was a non-practicing Jew and a medical doctor by profession.
2. He attended McGill University, Montreal Canada and did his residency at Women's Hospital of New York in a desperately poor neighborhood in Harlem. There he saw many women who had botched self-abortions and were sick and in some instances dying.
3. He challenged society to allow, the radical concept at the time, of abortion. He lobbied with others to incrementally liberalize the law in regards to abortion.
4. He established the National Association for the Repeal of Abortion Laws, which latter became the National Abortion and Reproductive Rights League (NARAL). This all lead to *Roe vs. Wade*.
5. He assisted in 60,000 abortions to include his own child when his girl friend at the time got pregnant.
6. He converted to Catholicism and is now a pro-life advocate.

**Video:** Show the videotape.

**Discussion:** Ask Students what their initial thoughts and feelings about the videotape are.

Guide the discussion by asking:

Based on what I told you earlier, why do you think Dr. Nathanson got involved so intimately with the abortion movement?

Students will probably respond that the plight of women with botched abortions is terrible. The women had a choice of not self-aborting their child. The sanctity of life should be reemphasized. The women could focus on their love of that unborn infant. Life, no matter what the circumstances, brings hope. Today there are many outreach services for mothers. Adoption by others would also be another alternative. Ultimately there are viable alternatives outside of abortion.

Dr. Nathanson had a goal and a vision; what was it? And why was he so energetic in pursuing it?

Young people have always developed a passion for causes. The danger lies in not logically thinking through what the purpose of the cause is and what the unintended consequences are. Did Dr. Nathanson fall in this category?

What are abortions unintended consequences? (Post abortion depression for the woman is often one consequence.)

- Frequently the woman may feel the effects years later as her other children grow up and she realizes they should have another brother/sister and she caused that child's absence
- Fewer younger people cannot provide social security funding for older people.
- Fewer services will be provided by fewer doctors, police, teachers, construction workers garbage men etc
- Family strife
- The death of 40,000,000 babies in this country. Compare this to the approximately 3,000 people that perished in the Twin Towers in New York on September 11, 2001. Abortion kills 4,000 babies a day, which equates to the Twin Towers being destroyed every day.

What moved Dr. Nathanson to change?

- Conscience
- The Holy Spirit
- Actually seeing the miracle of life
- The Abortion Industry was not as idealistic as he supposed
- Money through marketing, advertising, and selling abortion are the primary industry motivators.

What future dangers did Dr. Nathanson talk about?

- Genetics
- Embryo Factories
- Stem Cell Research
- Methods to increase our life expectancy.

What can be done to stop these future dangers?

- Prayer
- Increased vigilance by the Church
- Education to the dangers and consequences of unethical medical/genetic practices
- Interacting with our political representatives in our Government
- Lobbying
- Involvement in organizations that will challenge these practices

**Summary and closing Thoughts:**

Today we provided an inside look at the start of the abortion movement by an individual that was instrumental in making abortion legal in this country. His conversion to Catholicism is nothing short of miraculous. Dr. Nathanson went on to write a book about his experiences entitled *The Hand of God* and produced a film on abortion entitled *The Silent Scream*.

**Closing Prayers:**

Lord that you may provide insight to other abortionists, so they may see the immensity of the wrong they are doing.

The Our Father

## Lesson 7 – Show Video of a First Trimester Abortion Grade 10

**Time:** 30-60 minutes

**Materials:** Videotape: *The Silent Scream*

**Media:** TV, VCR

**Resources:** *The Silent Scream* is available from Heritage House, 919 South Main St., Snowflake, AZ 85937

**Goal:** To familiarize students on how an abortion is conducted in the first trimester by viewing it via ultrasound. The resolution is very grainy by today's standards but this ultrasound video turned many away from being pro-choice.

**Prayer:** The Glory Be

**Introduction:** Go over the Lesson Goal. The video was made around 1984. Dr. Bernard Nathanson, who was a unifying force in getting abortion legalized in the U.S, made it. He wanted to do an ultrasound of an abortion to study better techniques for abortion and was profoundly influenced by what he saw. He did several more ultrasounds, changed his thinking on abortion, and made this film.

Introduce the videotape by providing a short history on Dr. Nathanson:

- a. By his own admission he grew up in a dysfunctional family. His father was a non-practicing Jew and a medical doctor by profession.
- b. He attended McGill University, Montreal Canada and did his residency at Women's Hospital of New York in a desperately poor neighborhood in Harlem. There he saw many women who had botched self-abortions and were sick and in some instances dying.
- c. He challenged society to allow, the radical concept at the time, of abortion. He lobbied with others to incrementally liberalize the law in regards to abortion.
- d. He established the National Association for the Repeal of Abortion Laws, which latter became the National Abortion and Reproductive Rights League (NARAL). This all lead to *Roe vs. Wade*.
- e. He assisted in 60,000 abortions to include his own child when his girl friend at the time got pregnant.
- f. He converted to Catholicism and is now a pro-life advocate.

**Video:** Show the videotape. End class with prayer.

**Closing Prayers:**

Lord, that You may provide insight to other abortionists, so they may see the immensity of the wrong they are doing.

The Our Father

## Permission Slip to view video, *The Silent Scream*

*The Silent Scream* is a graphic video that shows an abortion procedure with ultrasonic images as well as real-time footage of the dead, aborted human being.

It is recommended that everyone view this video in order to fully appreciate that abortion destroys a human life.

If the student wishes to view this video, and the parent or guardian agrees, then *both the student and at least one parent/guardian must sign* on the lines as indicated below.

I have read and understand the statement above and agree that the student can view the video, *The Silent Scream*.

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STUDENT'S SIGNATURE

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DATE

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PARENT'S OR GUARDIAN'S SIGNATURE

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DATE

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PARENT'S OR GUARDIAN'S SIGNATURE

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DATE



## Lessons 8 & 9 – Euthanasia

### Grade 10

**Time:** 20-50 minutes per lesson

**Materials:** Audiotape: *Euthanasia: Merciful Killing*, available from Human Life International  
Cassette Player

**Methodology:** Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 8). Listen to second half of audiotape and lead an organized discussion for the remainder of class (Lesson 9).

**Goal:** To educate the students on the steady erosion in the value and sanctity of every human life regardless of its situation and station in life. The elderly in some nations receive increasing pressure to end their lives.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** Review Goal above

#### Play audiotape:

Play first half for Lesson 8 and second half for Lesson 9. In each lesson, after the tape has ended, have every student state one thing that impressed, surprised, or otherwise influenced him or her. Discuss the best responses at greater length.

#### Closing Prayer:

O Mary, Bright dawn of the new world,  
Mother of the living.  
To you do we entrust the cause of life.  
Look down, O Mother,  
Upon the vast numbers,  
of babies not allowed to be born,  
of the poor whose lives are made difficult,  
of men and women  
who are victims of brutal violence,  
of elderly and sick killed  
by indifference or out of misguided mercy.  
Grant that all who believe in your  
Son may proclaim the Gospel of Life  
with honesty and love  
to the people of our time.  
Obtain for them the grace  
to accept that Gospel  
as a gift ever new,  
the joy of celebrating it with gratitude  
throughout their lives,  
and the courage to bear witness to it  
resolutely, in order to build,  
together with all people of good will,  
the civilization of truth and love,  
to the praise and glory of God  
the Creator and lover of life.

## Lessons 10 & 11 – How Abortion Exploits Women Grade 10

**Time:** 40-60 minutes per lesson

**Materials:** Audiotape: *Abortion Exploits Women*, available online from *Priests for Life*  
Cassette Player

**Methodology:** Listen to first half of audiotape and lead organized discussion for the remainder of class (Lesson 10). Listen to second half of audiotape and lead an organized discussion for the remainder of class (Lesson 11).

**Goal:** To inform students how abortion denies women their respect and humanity in today's world.

**Prayers:** The Our Father and the Hail Mary

**Introduction:** Women are truly exploited by abortion. Through the act of abortion the God given gift that sets women apart from men is denied and cast aside.

### ***For lesson 10***

Listen to first half of audiotape and discuss what you've heard. Present the following questions and discuss each:

1. What are the two things that women who undergo an abortion ask?
2. Why does Father Pavone's sign, "Abortion Exploits Women" anger so many pro-abortion people?  
Does he have a point? Why?
3. If a friend told you she was going to have an abortion what would you tell her?

### ***For lesson 11***

Listen to the remaining audiotape and discuss what you've heard. Present the following questions and discuss each:

1. What major risk do women who have had an abortion face?
2. Discuss a Pro-Life philosophy and feminism.

Are they mutually exclusive or can a woman be both today?  
Does abortion exploit women?

If you have significant divergence of opinion among the students set up a panel for each side to debate.

**Closing Prayer:** The Our Father

## Resources: Tenth Grade

### Lesson 1

Videotape: *Life's Greatest Miracle*, PBS Home Video, PO Box 751089, Charlotte, NC 28275-1089/ <http://www.shoppbs.com/> 800-645-4727. Brochure entitled *Milestones of Early Life*, Heritage House Inc., 919 South Main St., Snowflake, AZ 85937. Telephone: 928-536-7705.

### Lesson 2

Videotape: *Why Can't We Love Them Both*, Heritage House 76, 918 S. Main Street, Snowflake, AZ 85937. Telephone: 928-536-7705.

### Lesson 3

Audiotape: *The Abortion Breast Cancer Link*, <http://www.hli.org/> or 4 Family Life, Front Royal, VA 22630. Phone: 540-635-7884.

### Lesson 4

Videotape: *Meet the Abortion Providers*, Heritage House 76, 919 S. Main Street, Snowflake, AZ 85937, 928-536-7705 or Pro-Life Action League, 6160 N. Cicero Ave., Ste 600, Chicago, IL 60646-9836. 312-777-2900

### Lessons 5-6

Videotape: *Bioethical Challenges of the 21<sup>st</sup> Century*, available online from *Priests for Life* <http://www.priestsforlife.com/> or Heritage House, 919 South Main St., Snowflake, AZ 85937 Telephone: 928-536-7705.

### Lesson 7

Videotape: *The Silent Scream* is available from Heritage House, 919 South Main St., Snowflake, AZ 85937 Telephone: 928-536-7705.

### Lessons 8 and 9

*Euthanasia: Merciful Killing?* <http://www.hli.org/> or 4 Family Life, Front Royal, VA 22630. Phone: 540-635-7884.

### Lessons 10 and 11

Audiotape: *Abortion Exploits Women*, <http://www.priestsforlife.com/>.

## **Bibliography: Tenth Grade**

*The Abortion Breast Cancer Link.* Prod. Joel Brind. Audiotape. Front Royal, VA: Human Life International, 1999.

*Abortion Exploits Women.* Prod. Frank Pavone. Videotape. Staten Island, NY: Priests for Life, 1995.

*Euthanasia: Merciful Killing?* Prod. William Toffler. Audiotape. Front Royal, VA: Human Life International, 1999.

Hardon, John A. *The Modern Catholic Dictionary.* Chicago: Inter Mirifica, 2003.

*Life's Greatest Miracle.* Dir. Alan Ritsko. Videotape. Alexandria, VA: Public Broadcasting Service, 2002.

*Meet the Abortion Providers.* By the Pro-Life Action League. Videotape. N.d.

*Milestones of Early Life.* Snowflake, AZ: Heritage House Inc., 2000.

*The Silent Scream.* Prod. Bernard N. Nathanson. Videotape. Brunswick, OH: American Portrait Films International, 1984.

*Ultrasound: "A Window to the Womb."* Prod. Shari Richard. Videotape. Bloomfield, MN: Sound Wave Images, 2002.

*Why Can't We Love Them Both.* John C. Willke. Videotape. Cincinnati: Hayes Publishing Co., 1997.

# *Eleventh Grade*

**At the end of the eleventh grade lessons is an appendix, which is a quiz to assess the students' knowledge on the topics covered. As an option, you could give the quiz at the beginning of the school year and then again at the end of the school year in order to assess their knowledge before and after the lessons.**

President Ronald Reagan held the belief that the unborn are human beings and deserve the right to life. This was clear when he spoke at the Annual Convention of the National Association of Evangelicals in Orlando, Florida, on March 8, 1983.

Below is an excerpt from that speech. At the beginning of the school year, consider reading it aloud and then posting it in a conspicuous location in the classroom:

“More than a decade ago, a Supreme Court decision literally wiped off the books of 50 States statutes protecting the rights of unborn children. Abortion on demand now takes the lives of up to 1½ million unborn children a year. Human life legislation ending this tragedy will some day pass the Congress, and you and I must never rest until it does. Unless and until it can be proven that the unborn child is not a living entity, then its right to life, liberty, and the pursuit of happiness must be protected.

”You may remember that when abortion on demand began, many, and, indeed, I'm sure many of you, warned that the practice would lead to a decline in respect for human life, that the philosophical premises used to justify abortion on demand would ultimately be used to justify other attacks on the sacredness of human life -- infanticide or mercy killing. Tragically enough, those warnings proved all too true....”<sup>1</sup>

## Lesson 1 – Biology and Personhood Grade 11

**Materials:** Internet access

**Time:** 50 minutes

### Concepts & Goals:

1. Review definitions that are important to understanding what constitutes being a living human being.
2. Appreciate what separates human beings from other animals
  - a. All animals have a mortal body, but only humans have an *immortal* soul
  - b. Humans were created in the image and likeness of God.

**Bible Verse:** "God created man in the image of himself, in the image of God he created him, male and female he created them" (*The New Jerusalem Bible*, Genesis 1:27).

**Prayer:** The Hail Mary

### Activities & Discussions:

1. Review definitions of the following terms:
  - a. Life: "vitality, the essential condition of being alive; the state of existence characterized by active metabolism"<sup>2</sup>
  - b. Prenatal life: "that stretch of life between conception and birth; in man, usually divided into embryonic and fetal periods"<sup>3</sup>
  - c. Human: "a person: the phrase *human being* is still preferred by some"<sup>4</sup>
  - d. Person: "a human being, esp. as distinguished from a thing or lower animal; individual man, woman, or child: now usually pluralized as people, which formerly was used only to indicate an indefinite number of persons"<sup>5</sup>
2. Having reviewed the definitions above, ask the students at what point does the developing baby have all of the genetic information necessary for development into an adult.

The answer is *at the moment of conception*. At this miraculous instant, 23 chromosomes from the father and 23 chromosomes from the mother unite within the mother's ovum. That newly formed single cell is how each and every one of us began our lives, and that moment of fertilization is the moment that a new person comes into existence. This new, unique individual is completely dependent on his/her mother's body in order to live during the nine months of intrauterine development—but the fact still remains that the developing baby is a separate, individual human being.

- Read "Single-Cell Stage" (by Father Pavone)  
<http://priestsforlife.org/columns/columns2003/03-05-05singlestage.htm>

3. Ask the class for their thought on the fact that the unborn are not considered persons according to the law. Read the following two articles, also by Father Pavone:

- *A Matter of Belief or a Matter of Fact?*  
<http://priestsforlife.org/brochures/amatter.html>
- “Persons” <http://priestsforlife.org/columns/7.7persons.html>

**Closing Prayer:** Prayer For The Helpless Unborn

Heavenly Father, in Your love for us, protect against the wickedness of the devil, those helpless little ones to whom You have given the gift of life. Touch with pity the hearts of those women pregnant in our world today who are not thinking of motherhood. Help them to see that the child they carry is made in Your image—as well as theirs—made for eternal life. Dispel their fears and selfishness and give them true womanly hearts to love their babies and give them birth and all the needed care that a mother alone can give. We ask this through Jesus Christ, Your Son, Our Lord, Who lives and reigns with You and the Holy Spirit, one God, forever and ever, Amen.

## Lesson 2 – The Preciousness of Human Beings, Soul *and* Body Grade 11

**Materials:** Internet access

**Time:** 50 minutes

### Concepts & Goals:

1. Realize that regardless of semantics and legal jargon, there is no denying the humanity of each person beginning at the moment of conception
2. Be able to articulate why human beings' lives are precious

**Bible Verse:** "On the day that God created Adam he made him in the likeness of God. Male and female he created them. He blessed them and gave them the name Man, when they were created" (Genesis 5:2).

**Prayer:** The Hail Mary

### Activities & Discussions:

1. Discuss the fact that although the unborn are obviously completely dependent on their mothers' bodies in order to survive, they are still unique individuals. Read the following articles by Father Pavone:
  - "Abortion: The Body Forgotten"  
<http://priestsforlife.org/columns/8.18bodyforgotten.html>
  - "This Is My Body"  
<http://priestsforlife.org/columns/mybody.html>
2. Now that the humanity of the unborn (from the moment of conception) has been established, ask the students what makes humans so precious.

Here are some possible points to discuss:

- a. As Christians, we believe that we have an immortal soul and have been created in the image and likeness of God.
- b. Since there is no scientific test to detect the presence of a soul, we must assume that it is present at the moment of conception, which is the moment that a new human being is created.
- c. Read "Why Is Life Sacred?" (by Father Pavone)  
<http://priestsforlife.org/articles/whyislifesacred.htm>  
Here's one of the points that Father Pavone makes in the article: "The 'image of God' in the creation of human life includes our whole being, spiritual and physical. . . . *We have the capacity to give ourselves freely to each other and to God.* This makes us unique in creation. This makes us a manifestation of God, *who is love*, and who gives Himself freely to His creation."<sup>6</sup>
- d. Point out that there is substantial evidence in the Bible that abortion is wrong. There is a separate lesson for this topic; but if the students want to review that material, they can go to the page on the *Priests for Life* website titled,



*The Bible's Teaching Against Abortion* (by Father Pavone).  
<http://priestsforlife.org/brochures/thebible.html>

**Closing Prayer:** Prayer For The Helpless Unborn

Heavenly Father, in Your love for us, protect against the wickedness of the devil, those helpless little ones to whom You have given the gift of life. Touch with pity the hearts of those women pregnant in our world today who are not thinking of motherhood. Help them to see that the child they carry is made in Your image—as well as theirs—made for eternal life. Dispel their fears and selfishness and give them true womanly hearts to love their babies and give them birth and all the needed care that a mother alone can give. We ask this through Jesus Christ, Your Son, Our Lord, Who lives and reigns with You and the Holy Spirit, one God, forever and ever, Amen.

## Lesson 3 – A Matter of Life and Death

### Grade 11

**Materials:** Internet access

**Time:** 50 minutes

#### Concepts & Goals:

1. Understand what constitutes *murder* and that it is clearly unacceptable to commit this or to allow the innocent to be murdered without trying to save them.
2. If we accept that it's wrong to murder a newborn baby, then it is a logical step to extrapolate and state that it is equally wrong to take the life of the unborn.

**Bible Verse:** "You shall not kill" (Exodus 20:13).

**Prayer:** The Our Father

#### Activities & Discussions:

1. Review the definitions of the following words:
  - a. Kill: "to cause the death of; make die"<sup>7</sup>
  - b. Murder: "to kill (a person) unlawfully and with malice"<sup>8</sup>

We learned in Lesson 1 (Biology and Personhood) that a unique human being comes into existence at the moment of conception. It is known with unequivocal certainty that an abortion kills this new life.

Some might argue that abortion is not murder since no law is being broken. However, if we accept that the unborn are indeed human beings, then it is reasonable to assert that killing them is indeed murderous.

This does not include life-saving procedures that *indirectly* result in the loss of an unborn child as a secondary effect, such as when a fallopian tube is removed because of an ectopic pregnancy (i.e., the baby is developing in the fallopian tube instead of in the womb). In this example, the doctor would treat the mother and prevent her death by removing the fallopian tube, which then leads to the death of the baby. The intention of this procedure is to save the mother's life, not to destroy the unborn baby.

There have been immoral acts protected by laws in the past, but an immoral act (such as killing the unborn) is wrong, regardless of whether or not there are secular laws that allow them.

2. Lead the class in an open discussion about why the industry of abortion is murderous—regardless of the stage of prenatal development.
  - a. As a way to organize the discussion, read "[A Matter of Life and Death](#)" by Peter B. Crapanzano, M.D. (The link opens the file, which is in one of the accompanying folders.) Here are the main points from that commentary:
    - i. No one denies that newborn baby's body being found in a garbage can the victims in these crimes are persons.

- ii. Many prematurely born babies are the same developmental age as many aborted fetuses. However, since January 22, 1973, only one of these groups has continued to enjoy the right to life.
  - iii. Extrapolating from the time of birth back to the moment of conception, where could a line possibly be drawn that would identify when the unborn become human? Since no such line exists, we must accept that everyone becomes a human citizen at conception.
  - iv. Anyone who denies the humanity of the unborn should view pictures of aborted babies. Many websites have such pictures. The *Priests for Life* site has images of abortions from various stages of development at: <http://www.priestsforlife.org/resources/abortionimages/index.htm>
- b. Read “There are no exceptions” (by Father Pavone) <http://priestsforlife.org/articles/therearenoexceptions.htm>
  - c. Optional: Re-read *A Matter of Belief or a Matter of Fact?* (By Father Pavone) <http://www.priestsforlife.org/brochures/amatter.html>. This article was originally presented in the lesson titled “Biology and Personhood.”
  - d. Ask the class if they think that all types of abortions are brutally violent. Most of us are keenly aware of how brutal partial-birth abortion procedures are, but not everyone considers that all abortions are just as violent.

Read “And You Thought Partial Birth Abortion Was Bad...” (By Father Pavone) <http://priestsforlife.org/columns/column98-10-12dandprocedure.htm>.

**Closing Prayer:** Prayer To Saint Michael The Archangel

St. Michael the Archangel, defend us in battle, be our defense against the wickedness and snares of the devil; may God rebuke him, we humbly pray, and do thou O Prince of the heavenly hosts, by the divine power, thrust into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

## Lesson 4 – Challenging Common Pro-Choice Arguments – Part 1

### Grade 11

**Materials:** Chalkboard  
Chalk  
Internet access

**Time:** 50 minutes

**Concepts:** Review counter-argument to pro-life position  
Discuss where they are lacking  
Develop response to these issues/topics

**Bible Verses:** “Do you not realize that your body is the temple of the Holy Spirit, who is in you and whom you received from God? You are not your own property, then; you have been bought at a price. So use your body for the glory of God” (1 Corinthians 6:19-20).

**Prayer:** Prayer To Saint Michael The Archangel

St. Michael the Archangel, defend us in battle, be our defense against the wickedness and snares of the devil; may God rebuke him, we humbly pray, and do thou O Prince of the heavenly hosts, by the divine power, thrust into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

#### Activities:

1. Prior to class, have them read the four essays by Father Pavone (see # 4 below)
2. Have class call out arguments *for* abortion – student writes them on board
3. Discuss the logic and alternative responses to each argument
4. Make sure issues listed below are covered:
  - a. What about the cases of rape and incest? (It is extremely rare for abortions to occur because of rape and incest.)
    - i. First acknowledge the woman’s trauma in a compassionate way
    - ii. Discuss helping the healing process for the woman (e.g. counseling)
    - iii. Question whether abortion will help the woman or bring a trauma of its own. Post-Abortion Syndrome (PAS) is mentioned in the Priests for Life brochure, *Abortion: A Choice Against Women*.  
<http://priestsforlife.org/brochures/abortionchoice.html>
    - iv. Father Pavone’s 1998 column: “Persuading People that Rape Does Not Justify Abortion” <http://priestsforlife.org/columns/column8-17rape.html>
  - b. What about the cases of life and/or health of the mother?
    - i. The Lack of Medical Necessity for Abortion – go to the *Priests for Life* website to see three expert physicians’ testimonies stating that there is no “medical reason” for having an abortion.  
<http://priestsforlife.org/articles/dropinion.html>
    - ii. It is never a clear-cut case of mother vs. child

- iii. The Church's position is to try to save them both. It is not necessary to legislate these decisions, which have to be made according to the circumstances. (Analogy: fireman has time to save only 1 person.)
- c. What about the argument of. "If it's not legal, then abortions will occur in back alleys"?
  - i. The question of having an abortion "in a back alley" should not be the issue. The crux of the matter is that the abortion should not occur in the first place.
  - ii. What moral/ethical/good things are ever done in back alleys anyway?!  
"Safe, then Legal" (by Father Pavone)  
<http://priestsforlife.org/columns/columns2003/03-10-06safethenlegal.htm>

**Closing Prayer:** The Our Father

## Lesson 5 – Challenging Common Pro-Choice Arguments – Part 2

### Grade 11

**Materials:** Chalkboard  
Chalk  
Internet access

**Time:** 50 minutes

**Concepts:** Review counter-argument to pro-life position  
Discuss where they are lacking  
Develop response to these issues/topics

**Bible Verses:** “Do you not realize that your body is the temple of the Holy Spirit, who is in you and whom you received from God? You are not your own property, then; you have been bought at a price. So use your body for the glory of God” (1 Corinthians 6:19-20).

**Prayer:** Prayer To Saint Michael The Archangel

St. Michael the Archangel, defend us in battle, be our defense against the wickedness and snares of the devil; may God rebuke him, we humbly pray, and do thou O Prince of the heavenly hosts, by the divine power, thrust into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

#### Activities & Discussion:

1. “Why We Can’t ‘Agree to Disagree’” (by Father Pavone)  
<http://priestsforlife.org/columns/column99-08-30agreeodisagree.htm>. Problems regarding this common position: “I’m against abortion, but I’m pro-choice.”
2. “A Choice Against Women” (by Father Pavone)  
<http://priestsforlife.org/brochures/abortionchoice.html>
  - Abortion violates the most fundamental human right—the right to life. We don’t negotiate our position on something this important.
3. “We focus too much on the child and not the mother.”
  - Not true. There are many agencies that are available to help the mothers. One example is assistance from Catholic Charities – their 24 hour National Hotline: 1-800-CARE – 002. Crisis Pregnancy Resources can be found at the *Priests for Life* web page: <http://priestsforlife.org/brochures/counsel.html>
4. *Why Can’t We Love Them Both?* (Book by Dr. and Mrs. J.C. Willke – the book can be read online at:  
[http://www.abortionfacts.com/online\\_books/love\\_them\\_both/why\\_cant\\_we\\_love\\_them\\_both\\_preface.asp](http://www.abortionfacts.com/online_books/love_them_both/why_cant_we_love_them_both_preface.asp)
5. Where do you stand on capital punishment?
  - a. This is attempting to change subject. Respond by returning to topic of abortion.
  - b. Capital punishment is not the taking of an innocent human life whereas abortion is.

- c. Be familiar with stats from Father Pavone's article that compares number of deaths from capital punishment vs. abortion: "Capital Punishment and Abortion" <http://priestsforlife.org/columns/column99-08-16capitalpunishment.htm>.
    - Here is a reference to the Church's position on capital punishment: Catechism of the Catholic Church: 2266 to 2267
6. Overpopulation – Not true (*see the following articles*)
- a. "The myth about world overpopulation"  
<http://clarionherald.org/20000217/editorial.htm>
  - b. "Baby Six Billion" (by Father Pavone)  
<http://priestsforlife.org/columns/column99-11-08baby6billion.htm>

**Closing Prayer:** The Hail Mary

## Lesson 6 – Challenging Common Pro-Choice Arguments – Part 3

### Grade 11

**Materials:** Chalkboard  
Chalk  
Internet access

**Time:** 50 minutes

**Concepts:** Review counter-argument to pro-life position  
Discuss where they are lacking  
Develop response to these issues/topics

**Bible Verses:** “Do you not realize that your body is the temple of the Holy Spirit, who is in you and whom you received from God? You are not your own property, then; you have been bought at a price. So use your body for the glory of God” (1 Corinthians 6:19-20).

**Prayer:** Prayer To Saint Michael The Archangel

St. Michael the Archangel, defend us in battle, be our defense against the wickedness and snares of the devil; may God rebuke him, we humbly pray, and do thou O Prince of the heavenly hosts, by the divine power, thrust into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

#### Activities & Discussion:

1. Discuss the misconception of: “It it’s legal, it must be okay.” Also, ask the class to come up with other examples of past laws that were immoral. (For further political aspects of the abortion issue, see lesson titled “Politics.”)
  - a. Dred Scott case (In 1857, the U.S. Supreme Court stated that slaves were property, not persons.)
  - b. Women used to be considered man’s property
  - c. \*\* “Will affect quality of life” (parents will disown, can’t finish school, lose job, hurt financially, etc.)
    - i. Let students come up with alternatives/counter-arguments to the examples listed above
    - ii. Read Mother Teresa’s 2-03-94 speech to the National Prayer Breakfast in Washington, DC – (see entire speech at: <http://priestsforlife.org/brochures/mtspeech.html>)
    - iii. More of Mother Teresa’s thoughts on abortion can be found in, “Notable and Quotable,” Wall Street Journal, 2/25/94, p. A14
2. “Why Carry a Dying Child?” (By Father Pavone)  
<http://priestsforlife.org/columns/columns2002/02-05-06carry.htm>
3. “Abortion: Some Common Objections Answered” (by Father Pavone)  
<http://priestsforlife.org/articles/abortionobjectionsanswered.html>

**Closing Prayer:** The Glory Be.



## Lesson 7 – Christian, Biblical, and Catechismal Teachings Against Abortion Grade 11

**Material:** Bible  
Internet access

**Time:** 50 minutes

**Concepts:** The word *abortion* is not mentioned in the Bible  
The Bible has many things to say to guide us in our understanding about abortion  
The Church’s teachings are clear on abortion

**Prayer:** The Glory Be

### Activities & Discussion:

1. Is the word *abortion* mentioned in the Bible?  
No, the word *abortion* is not mentioned in the Bible.
2. What *does* the Bible say?  
“The Bible’s Teaching Against Abortion” (by Father Pavone)  
<http://priestsforlife.org/brochures/thebible.html>  
“Scriptural References On Abortion” (by Father Pavone)  
<http://priestsforlife.org/preaching/script1.html>

#### Principles from the Bible:

- a. God created all life, including man.
  - i. God created the heavens and the earth (Genesis 1:1-2).
  - ii. God made all creatures (Genesis 1: 20-25).
  - iii. God made man (Genesis 2:7, Psalms 100:3, Romans 14:8).
  - iv. We’re offspring of God (Acts 17:28).
- b. God made man in His image (Genesis 1:26-31, James 3:9-10).
- c. Children are from God.
  - i. Be fertile and multiply (Genesis 1:28).
  - ii. He bore a son—Cain (Genesis 4:1).
  - iii. Children are a gift from God (Psalms 127:3).
  - iv. The parable of the lost sheep (Matthew 18:10-14).
  - v. The kingdom of God belongs to children (Luke 18:15-17).
- d. Children in the womb have a relationship with God. We are His from conception.
  - i. The infant leapt for joy in the womb (Luke 1: 36-44).
  - ii. He knew you in the womb (Jeremiah 1: 5-8, Isaiah 49:1-6, Psalms 22:11, Psalms 139:13-15, Galatians 1:15, Isaiah 44:2, Genesis 25:22-23, Job 31:15).
  - iii. Filled with the Holy Spirit from the womb (Luke 1:15).
  - iv. References regarding conception (Psalms 51:7, Genesis 4:1, 17).
- e. You shall not kill (Exodus 20:13, Deuteronomy 5:17, Matthew 19:18, Matthew 7:12 [The Golden Rule]).

- f. We need to speak out for the innocent.
    - i. Am I my brother's keeper? (Genesis 4: 8-16).
    - ii. Don't put the innocent to death (Exodus 23:7).
    - iii. Don't call evil good and good evil (Isaiah 5:20).
    - iv. Rescue the weak (Proverbs 24: 11-12).
    - v. Speak for those who can't (Proverbs 31:8-9).
    - vi. God hates when the innocents' blood is shed (Proverbs 6:16-17).
    - vii. Obey God's law, not mans' (Acts 5:29).
    - viii. Other passages (Psalms 82:3-4, Jeremiah 7:6).
  - g. Abortion attempts to destroy God's work.
    - i. Your body is a temple (1 Corinthians 6:19-20).
    - ii. Temple of God (1 Corinthians 3:16-17).
    - iii. Rip the expectant from the mother's womb (Amos 1:13-15).
  - h. Pregnancy from rape: God uses evil for good (Genesis 50:20).
3. Direct teaching against abortion:
- a. Catechism of the Catholic Church. Read paragraphs 2270-2275, which can be accessed at:  
<http://priestsforlife.org/magisterium/catechismonabortion.htm>.
  - b. The Gospel of Life – Pope John Paul II
  - c. *The Didache* (The Teaching of the Twelve Apostles from 1<sup>st</sup> Century AD) Excerpt found at the *Priests for Life* website:  
<http://priestsforlife.org/magisterium/didache.htm>.
  - d. *Humanae Vitae [Gospel of Life]*
  - e. Mother Teresa's Speech to the National Prayer Breakfast in Washington, DC, 2-03-94 ("Whatsoever You Do . . ." speech)  
<http://priestsforlife.org/brochures/mtspeech.html>.

**Closing Prayer:** Memorare

Remember, O most gracious Virgin Mary,  
 that never was it known  
 that any one who fled to thy protection,  
 implored thy help or sought thy intercession,  
 was left unaided.  
 Inspired with this confidence,  
 I fly unto thee,  
 O Virgin of virgins my Mother;  
 to thee do I come,  
 before thee I stand,  
 sinful and sorrowful;  
 O Mother of the Word Incarnate,  
 despise not my petitions,  
 but in thy clemency hear and answer me.  
 Amen.

## Lesson 8 – Cloning and Stem Cell Research

### Grade 11

**Material:** Internet access

**Time:** 50 minutes

**Concepts:** What are stem cells?  
What is cloning?  
Why are these things wrong?  
What is Church's position on these issues?

**Bible Verses:** "Yahweh God shaped man from the soil of the ground and blew the breath of life into his nostrils, and man became a living being" (Genesis 2:7).

"God created man in the image of himself, in the image of God he created him, male and female he created them" (Genesis 1:27).

**Prayer:** The Glory Be

#### **Activities:**

1. Prior to the lesson, have class research what stem cell and cloning research are. Two suggested readings from *Our Sunday Visitor* are the following brochures:
  - a. *What the Church teaches – stem cell research*  
<http://www.osv.com/whatthechurchteaches/stemcellresearch/>
  - b. *What the Church teaches – human cloning*  
<http://www.osv.com/whatthechurchteaches/humancloning/>
2. In lecture format, present the following information:
  - a. Stem cells formed after fertilization. They can develop into 200 or more different cell types in the human body. They can go on to develop all the organ systems.
  - b. Stem cells can be collected from human embryos.
  - c. Scientists are trying to cultivate these cells for therapeutic purposes (e.g.: new brain cells for Parkinson's or to grow new cells to repair damaged tissue)
  - d. Some stem cells can be found in the placenta, umbilical cords, adult brain, bone marrow, blood, skeletal muscle, and skin.
  - e. It is the collection and utilization of embryonic stem cells that the Church opposes. The cells gathered from embryos are called *master cells*. They are easier to work with in the laboratory. To get the embryonic stem cells, one must sacrifice the human embryo. The cells are then grown in the lab and experimented on. They can also come from in vitro fertilization—something the Church is against because human embryos are created in the process and then destroyed.
  - f. Address the argument: "If it helps mankind then it justifies its use"  
Counterpoint: This reduces people to their usefulness. (Euthanasia is one of

the consequences of valuing human life according to how useful that life is to society.)

3. Other options for discussion:

- a. Review President Bush's stance on stem cell use in research.
- b. Review Father Pavone's article, "Confused About Stem Cell Research" <http://priestsforlife.org/columns/columns2001/01-07-16stemcell.htm>.
  - i. Discuss Father Pavone's conclusion from the article
  - ii. Read the articles found at the links at the bottom of that web page:
    1. <http://priestsforlife.org/pressreleases/stemcell.htm>
    2. <http://priestsforlife.org/news/bushstemcell.htm>
    3. <http://priestsforlife.org/news/bushopednytimes.htm>

4. Cloning:

This is producing genetically identical copies of a single organism. It was banned in the U.S. In effect, cloning is removing material from the nucleus of the donor egg and replacing it with material from the nucleus of the organism being cloned. Essentially you get an ovum with the same genetic material as the organism to be cloned, thereby bypassing fertilization. This was done in Edinburgh when the sheep "Dolly" was successfully cloned. The Church opposes this because it attempts to separate the Creator from the truth about creation thereby reducing the dignity of the human person that was cloned and the dignity of procreation. A key point to make is that things can be created and manipulated, but a person is not a thing.

That raises the question of parentage because the clone enters the world as a copy.

Cloning also reduces the dignity of the individual. The question could be asked whether we're conceived as a gift of love or simply a scientific product created in a lab.

Some problems related to human cloning, as pointed out in the article at *Priests for Life* titled, "Reflections on Human Cloning, Pontifical Academy for Life, 1997" <http://www.priestsforlife.org/magisterium/cloning.htm>.

- Each human soul is created by God and is unique
- Cloning will doubtlessly create unnatural and complex problems in human relationships
- Cloning shares features of industrial production and eliminates relationships from human procreation, exploiting women in the process
- Destruction of living embryos will continue to occur with cloning

**Closing Prayer:** The Hail Mary

## Lesson 9 – Odds and Ends

### Grade 11

**Material:** Internet access

**Time:** 50 minutes

**Concepts:** Review statistics on abortion  
Consider abortion from the father's perspective

**Bible Verses:** "If you lose your heart when things go wrong, your strength is not worth much. Save those being dragged towards death, but can you rescue those on their way to execution? If you say, 'But look, we did not know,' will the Weigher of the heart pay no attention? Will not the Guardian of your soul be aware and repay you as your deeds deserve?" (Proverbs 24:10-12).

**Prayer:** The Glory Be

#### Activities:

1. Have students look up the following statistics on the Internet:
  - a. Are abortions on the rise or on the decline in this country? Give figures to support this.
  - b. Give the total number of abortions per year in this country from 1973 to at least 1996.
  - c. Approximately how many abortions have occurred since 1972?
  - d. Approximately how many abortions occur per day in this country?
  - e. What percent of abortions are done as a means of birth control?
  - f. What percent of abortions are done as a result of rape or incest?
  - g. What percent of abortions are done as a result of fetal abnormalities?
  - h. What percent of abortions are done as a result of mother's health problems?
  - i. How many abortions occur per year worldwide?
  - j. How many abortions occur per day worldwide?
  - k. Do birth control pills sometimes cause abortions?
2. Have students look up how many U.S. soldiers died during each of the following wars:
  - a. Civil War
  - b. WW I
  - c. WW II
  - d. Korea
  - e. Vietnam
3. After collecting the data from the first two activities, put the results on the chalkboard for review.
4. Read the following articles:
  - a. "Abortion for Men" (by Father Pavone)  
<http://priestsforlife.org/columns/abortionformen.htm>
  - b. "Fathers play a big role in abortion decision, experts say"

The article can be read on the *Priests for Life* website at the following link:  
<http://priestsforlife.org/news/infonet/infonet02-01-21b.htm>

c. "Men Hurt Too" *Bradley Mattes, Life Issues Institute*

The article can be read on the *Priests for Life* website at the following link:  
<http://priestsforlife.org/postabortion/fathersandabortion.htm>

5. Write a short essay considering abortion from the father's perspective.  
Answer: What is the father's role/duty in raising the child? What are a father's rights in regard to the child? How much say so should the father have?

**Closing Prayer:** The Hail Mary

## APPENDIX I

### Quiz to Assess Knowledge Before & After Eleventh Grade

1. At what point does the developing baby have all of the genetic information necessary for development into an adult? (Lesson 1)
2. Does the word *person* as used in the Fourteenth Amendment include the unborn? (Lesson 1)
3. Name characteristics that make human life so precious. (Lesson 2)
4. Although the current laws allow abortion, is it reasonable to assert that having an elective abortion is a murderous act? (Lesson 3)
5. How does the humanity of the unborn differ from the humanity of those who have already been born? (Lesson 3)
6. Why can't we "agree to disagree" on abortion? (Lesson 5)
7. True or false: The world is overpopulated and we don't have enough food to feed its inhabitants, which is why we have so many people starving to death in the world. (Lesson 5)
8. Cite one example of an unjust law that was overturned. (Lesson 6)
9. True or false: There is no biblical basis from which we can draw to help us understand that abortion is wrong. (Lesson 7)
10. Is abortion mentioned in the Didache? (Lesson 7)
  - a. What is the Didache? (Lesson 7)
11. Is abortion specifically addressed in the catechism of the Catholic Church? (Lesson 7)
12. What are stem cells? (Lesson 8)
13. True or false: The Church is against all stem cell research? (Lesson 8)
14. Define cloning and state one reason why the Church opposes it. (Lesson 8)
15. Approximately how many abortions have occurred since 1972? (Lesson 9)

## APPENDIX II

### Answers to Eleventh Grade Quiz in Appendix I

1. At the moment of conception. (Lesson 1)
2. No. (Lesson 1)
3. Human beings are the only creatures of God that have an immortal soul. We're created in the image and likeness of God. (Lesson 2)
4. Yes. There have been immoral acts protected by laws in the past, but an immoral act (such as killing the unborn) is wrong, regardless of whether or not there are secular laws that allow them. (Lesson 3)
5. They do not differ. We are genetically complete at the moment of conception, which is the moment that each unique individual comes into existence. (Lesson 3)
6. Refer to lesson for an explanation. (Lesson 5)
7. Refer to lesson. (Lesson 5)
8. Slavery, women being the property of men, etc. (Lesson 6)
9. False. (Lesson 7)
10. Refer to lesson. (Lesson 7)
  - a. Refer to lesson. (Lesson 7)
11. Refer to lesson. (Lesson 7)
12. Refer to lesson. (Lesson 8)
13. False. The Church is only against using stem cells from embryos. (Lesson 8)
14. Refer to lesson. (Lesson 8)
15. Refer to lesson. (Lesson 9)



## Notes – Eleventh Grade

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# *Twelfth Grade*

**At the end of the twelfth grade lessons is an appendix, which is a quiz to assess the students' knowledge on the topics covered. As an option, you could give the quiz at the beginning of the school year and then again at the end of the school year in order to assess their knowledge before and after the lessons.**

President Ronald Reagan held the belief that the unborn are human beings and deserve the right to life. This was clear when he spoke at the Annual Convention of the National Association of Evangelicals in Orlando, Florida, on March 8, 1983.

Below is an excerpt from that speech. At the beginning of the school year, consider reading it aloud and then posting it in a conspicuous location in the classroom:

“More than a decade ago, a Supreme Court decision literally wiped off the books of 50 States statutes protecting the rights of unborn children. Abortion on demand now takes the lives of up to 1½ million unborn children a year. Human life legislation ending this tragedy will some day pass the Congress, and you and I must never rest until it does. Unless and until it can be proven that the unborn child is not a living entity, then its right to life, liberty, and the pursuit of happiness must be protected.

”You may remember that when abortion on demand began, many, and, indeed, I'm sure many of you, warned that the practice would lead to a decline in respect for human life, that the philosophical premises used to justify abortion on demand would ultimately be used to justify other attacks on the sacredness of human life -- infanticide or mercy killing. Tragically enough, those warnings proved all too true....”<sup>1</sup>

## Lesson 1 – Responsibility, Free Will, and Freedom

### Grade 12

**Materials:** Internet access

**Time:** 50 minutes

**Concepts:** Respecting human life also means respecting the human bodies of all individuals, including the unborn. Part of accepting that responsibility means that although we have a free will, this does not mean that we can therefore do whatever we want. An important part of Christian responsibility is defending our defenseless brothers and sisters—including the unborn, who cannot speak for themselves.

**Bible Verse:** “Save those being dragged towards death. . . .” (*The New Jerusalem Bible*, Proverbs 24:11).

**Prayer:** The Hail Mary

#### Activities & Discussions:

1. Open a discussion by posing this question to the class: In regard to respecting each other, does this mean respecting other peoples’ feelings and mental state, or their physical bodies, or both?

Read “Abortion: The Body Forgotten” (by Father Pavone)  
<http://priestsforlife.org/columns/8.18bodyforgotten.html>

2. Ask class to give their definition of *free will*.
  - Does this mean that we are free to do as we please? (Of course we can’t. Having free will does not mean that we have *free rein* or the *right* to do whatever we want.)
3. How does this relate to laws?
  - a. We live in a free society and have a free will, but there are still restrictions as to what we can do. No law can change the fact that we have free will. Rather, laws place restrictions on behavior, which in turn should help to maintain civility and protect our rights as individuals and as a nation.
  - b. Christians’ standards must go beyond the secular laws of the land. None of us have the *right* to do immoral acts. Though we are all sinners, committing murder in the name of freedom is unconscionable.
  - c. Just because something is legal does not mean that it is fair, just, and morally acceptable. When laws are unjust, we have the obligation and responsibility to speak out and try to bring about change—especially when those affected are defenseless.
4. What about free will and how it relates to abortion? Knowing that abortion destroys the life of an innocent person, how could anyone possibly have the *right* to take that unborn person’s life?

For further discussion points, read the following articles:

- “Abortion: A Human Right?” (By Father Pavone)  
<http://priestsforlife.org/columns/ab2hmrt.html>
- “Abortion: None of Your Business?” (By Father Pavone)  
<http://priestsforlife.org/brochures/whosprob.html>

5. We have the responsibility to protect and defend the defenseless.
  - a. For a good article regarding our responsibility in helping to defend the unborn, read “Reverse the Question” (by Father Pavone)  
<http://priestsforlife.org/columns/columns2001/01-08-13reversethequestion.htm>
  - b. Discuss the parallels between different holocausts that have occurred in history and the current-day holocaust of abortion. (Note: when the word *holocaust* is spelled with capital *H*, then it refers to the events that occurred in WWII.) Examples of past holocausts: the Holocaust of WWII, Stalin killing at least twenty million of his own citizens, Pol Pot killing two million people in Cambodia, etc.

**Closing Prayer:** Prayer For The Helpless Unborn

Heavenly Father, in Your love for us, protect against the wickedness of the devil, those helpless little ones to whom You have given the gift of life. Touch with pity the hearts of those women pregnant in our world today who are not thinking of motherhood. Help them to see that the child they carry is made in Your image— as well as theirs—made for eternal life. Dispel their fears and selfishness and give them true womanly hearts to love their babies and give them birth and all the needed care that a mother alone can give. We ask this through Jesus Christ, Your Son, Our Lord, Who lives and reigns with You and the Holy Spirit, one God, forever and ever, Amen.

## Lesson 2 – Abortion Graphics and Procedures – Part 1

### Grade 12

**Materials:** Video on Abortion, such as *Eclipse of Reason* (available at *Heritage House 76*, <http://www.hh76.com/> )  
VCR, T.V.  
Permission Slip

**Time:** 50 minutes

**Prayer:** The Hail Mary

**Concepts:** To view an actual abortion procedure (Permission Slip to view *The Silent Scream* follows this lesson—you can use that slip if for *The Silent Scream* video, or appropriately alter it if using an alternative video.)

**Bible Verse:** “Yahweh says this: For the three crimes, the four crimes of the Ammonites, I have made my decree and will not relent: because they have disemboweled the pregnant women of Gilead in order to extend their own frontiers,” I shall light a fire against the wall of Rabbah to devour its palaces amid war cries on the day of battle, in a whirlwind on the day of storm, and their king shall go into captivity, he and his chief men with him, says Yahweh” (Amos 1:13-15).

#### Activities:

1. Send permission slip to view video one week before lesson.
2. View the video on abortion

**Closing Prayer:** Prayer to St. Michael the Archangel

St. Michael, the Archangel, defend us in battle; be our defense against the wickedness and snares of the devil. May God rebuke him, we humbly pray; and do you, O Prince of the heavenly host, by the power of God, thrust into hell Satan and the other evil spirits who prowl about the world seeking the ruin of souls.  
Amen.



## Permission Slip to view video, *The Silent Scream*

*The Silent Scream* is a graphic video that shows an abortion procedure with ultrasonic images as well as real-time footage of the dead, aborted human being.

It is recommended that everyone view this video in order to fully appreciate that abortion destroys a human life.

If the student wishes to view this video, and the parent or guardian agrees, then *both the student and at least one parent/guardian must sign* on the lines as indicated below.

I have read and understand the statement above and agree that the student can view the video, *The Silent Scream*.

---

STUDENT'S SIGNATURE

---

DATE

---

PARENT'S OR GUARDIAN'S SIGNATURE

---

DATE

---

PARENT'S OR GUARDIAN'S SIGNATURE

---

DATE

## Lesson 3 – Graphics and Procedures – Part 2

### Grade 12

**Materials:** Internet access  
VCR, T.V.

**Time:** 50 minutes

**Prayer:** The Hail Mary

**Bible Quote:** “Yahweh says this: For the three crimes, the four crimes of the Ammonites, I have made my decree and will not relent: because they have disemboweled the pregnant women of Gilead in order to extend their own frontiers, I shall light a fire against the wall of Rabbah to devour its palaces amid war cries on the day of battle, in a whirlwind on the day of storm, and their king shall go into captivity, he and his chief men with him, says Yahweh” (Amos 1:13-15).

**Concepts:** Understand the importance of graphic images  
Review abortion techniques (“And You Thought Partial Birth Abortion Was Bad...” (By Father Pavone)  
<http://priestsforlife.org/columns/column98-10-12dandeprocedure.htm>

#### Activities & Discussion:

1. Teachers can use the following article (by Father Pavone of Priests for Life) as a reference: “Presenting the Abortion Issue to Children”  
<http://priestsforlife.org/preaching/prchild.html>.
2. Show Abortion video. (Something graphic—you can order videos from *Heritage House 76* <http://www.hh76.com/>)
3. Read “Winning the War of Images”  
<http://priestsforlife.org/articles/winningwarofimages.html>.

Additional information on graphic images can be found on the *Priests for Life* website, page titled “The Use of Graphic Images”  
<http://priestsforlife.org/articles/graphicimages.html>

4. Assign students to look up different types of abortion procedures – they would list and define as many as they can. Review abortion procedures that follow.
  - a. The suction curettage: It’s a first trimester procedure:
    - i. Mother’s cervix is dilated until a cannula (a hollow plastic tube) can be inserted into the uterus.
    - ii. Tube is connected to a vacuum pump.
    - iii. Baby is sucked up whole or in parts into a collecting jar.
    - iv. A surgical instrument called a curette (an instrument with a sharp loop at the end) scrapes the uterus clean.
    - v. Another suction is done.
  - b. D&E (Dilation & Evacuation)

- i. A material made from seaweed (laminaria) is placed in the cervix to dilate it.
    - ii. Forceps is inserted into the dilated cervix.
    - iii. The fetus is dismembered and removed in pieces.
  - c. D&C (Dilatation and Curettage)
    - i. Cervix is dilated
    - ii. Uterus is scraped with the curettage, thereby removing the fetus
  - d. Partial-birth abortion
    - i. Guided by ultrasound, the forceps grabs the baby's legs and pulls the baby out of the birth canal, delivering the body except for the head.
    - ii. A scissors is jammed into the skull and then opened.
    - iii. A suction catheter is inserted into the skull and their brain is sucked out until the skull collapses and then the body is removed.
  - e. Chemical induced abortions
    - i. RU-486 (mifepristone)
      - 1. This pill is taken within 49 days of the start of the last period.
      - 2. It is an antiprogesterone. It blocks the effects of progesterone on the wall of the uterus. This creates shedding of the uterine wall as occurs during menstruation. It also opens the cervix and causes mild uterine contractions. One to two days later, the woman takes misoprostol (which causes the womb to contract).
    - ii. Methotrexate and Misoprostol
      - 1. Causes termination if given less than seven weeks after conception
      - 2. Methotrexate prevents cells from dividing and misoprostol causes the womb to contract. However, it's not completely effective and the baby can continue to grow and be deformed.
- 5. Possible complications from abortion:
  - a. Bleeding and infection
  - b. Shock and coma
  - c. Death
  - d. Perforated uterus
  - e. Peritonitis
  - f. Pain
  - g. Fever
  - h. Bowel and bladder injury
  - i. Failed abortion
  - j. Complications from anesthesia
  - k. Possible increase in breast cancer incidence
  - l. Possible sterility
  - m. Depression
  - n. Potentially lethal blood clotting disorder (DIC)

**Closing Prayer:** The Our Father

## Lesson 4 – Politics – Part 1

### Grade 12

**Materials:** Internet access

**Time:** 50 minutes

#### Concepts & Goals:

1. Understand the definition of the word *person*
2. Appreciate that the law does not consider the unborn to be persons
3. Although we have governmental laws to obey, everyone must ultimately answer to God and His laws
4. Appreciate that we can't completely separate Church and State when legislating moral laws
5. Understand what our civic responsibilities and obligations are
6. Be aware of Norma McCorvey's ("Roe" of *Roe vs. Wade*) position on abortion

**Bible Verses:** "If you fear and serve Yahweh and obey his voice and do not rebel against his commands, and if both you and the king who rules you follow Yahweh your God, all will be well" (1 Samuel 12:13-14).

**Prayer:** A Prayer of Renewal

Lord Jesus, give us the humility wherever pride reigns, pardon wherever offense abides, grace wherever sin abounds; we pray to You; Jesus Christ, risen Lord, have mercy on us! Amen.

#### Activities & Discussions:

1. Reference web page for the teacher (and students):  
"Government, Law and Political Responsibility"  
<http://www.priestsforlife.org/government/polresp.html>  
This web page at the *Priests for Life* website has many links that the teacher can use to access a variety of articles on the topic of this lesson.

**A Brief Catechism for Catholic Voters** by Father Stephen F. Torracco, Ph.D., is must reading for every Catholic family. It is also very important for high-school students to learn this so that they can be properly informed Christian Voters. It can be read on-line at [http://ewtn.com/vote/brief\\_catechism.htm](http://ewtn.com/vote/brief_catechism.htm) or ordered in booklet form from Leaflet Missal Company at 1-800-328-9582 or on-line at: <http://www.leafletmissal.org>.

2. Ask class to define what a person is and whether they think the unborn are considered to be persons.
  - Read and discuss "Persons" (by Father Pavone)  
<http://priestsforlife.org/columns/7.7persons.html>
3. Ask the class who they think has authority over what they do in their lives and why. (The ultimate authority is God)

If the topic of governmental authority has not already come up in the discussion, ask the class whom our lawmakers answer to.

For more information and discussion ideas, read the following two articles:

- “Caesar Must Obey God” (by Father Pavone)  
<http://priestsforlife.org/brochures/caesar.html>
  - “Church and State” (by Father Pavone)  
<http://priestsforlife.org/columns/columns2001/01-06-04churchandstate.htm>
4. Ask the students if they think it’s reasonable to “legislate morality”? Have them back up their answers and give examples.

Articles to spark more discussion on the topic:

- “Legislating Morality” (by Father Pavone)  
<http://priestsforlife.org/columns/columns2000/00-09-25legislatingmorality.htm>
- “Judicial Activism” (by Father Pavone)  
<http://priestsforlife.org/columns/columns2001/01-07-01judicialactivism.htm>

**Closing Prayer:** Prayer to the Holy Spirit

Breath into me Holy Spirit, that my thoughts may all be holy. Move in me, Holy Spirit, that my work too, may be holy. Attract my heart, Holy Spirit, that I may love only what is holy. Strengthen me, Holy Spirit, that I may defend all that is holy. Protect me, Holy Spirit, that I always may be holy. Amen.

## Lesson 5– Politics – Part 2

### Grade 12

**Materials:** Internet access

**Time:** 50 minutes

#### Concepts & Goals:

1. Although we have governmental laws to obey, everyone must ultimately answer to God and His laws
2. Appreciate that we can't completely separate Church and State when legislating moral laws
3. Understand what our civic responsibilities and obligations are
4. Be aware of Norma McCorvey's ("Roe" of *Roe vs. Wade*) position on abortion

**Bible Verse:** "On you was I cast from my birth, from the womb I have belonged to you" (Psalms 22:10).

**Prayer:** A Prayer of Renewal

Lord Jesus, give us the humility wherever pride reigns, pardon wherever offense abides, grace wherever sin abounds; we pray to You; Jesus Christ, risen Lord, have mercy on us! Amen.

#### Activities & Discussions:

1. If a politician is pro-abortion, then how does that affect the students' view of that politician? Do they think that a politician's pro-abortion position is a legitimate reason to question that politician's views on other matters?
  - Read "'Suspect' and 'Illusory': Pope and American Bishops Have Strong Words for Pro-Abortion Politicians" (by Father Pavone)  
<http://priestsforlife.org/newsletters/v14n01janfeb04.htm#pope>
2. Civic Duty – Voting Articles  
Ask the class what role should abortion play in the voting booth and whether they think we're morally responsible in the voting booth. For more discussion points, read the following documents:
  - "Vote Smart" (by Father Pavone)  
<http://priestsforlife.org/columns/columns2000/00-10-16columnvotesmart.htm>
  - **A Voter's Guide for Serious Catholics** by Catholic Answers "helps you cast your vote in an informed manner consistent with Catholic moral teaching. It helps you eliminate from consideration candidates who endorse policies that cannot be reconciled with moral norms that used to be held by all Christians." It can be read on-line or ordered in booklet form at <http://www.Catholic.com>
  - "Practical Voting" (by Father Pavone)  
<http://priestsforlife.org/columns/columns2002/02-11-04practicalvoting.htm>

- “Sinful Voting” (by Father Pavone)  
<http://priestsforlife.org/columns/columns2004/04-01-26sinfulvoting.htm>  
This article reviews the importance of voting with a conscience.
  - **Election Day and Christian Responsibility** from Knights For Life is a concise 1-page handout. It outlines that: “As Christians, we have a clear and moral obligation to register to vote and to carefully consider the candidates' position on the sanctity of LIFE when we cast our vote.”  
<http://www.cpfornlife.org/id126>
3. Though not necessarily a topic for lengthy discussion, it is interesting to note that Norma McCorvey, who is the “Roe” of *Roe vs. Wade*, has become a practicing Catholic, is no longer pro-abortion, and in fact works in the Pro-Life Movement. There’s a worthwhile interview of her by Father Pavone on the *Priests for Life* website: <http://www.priestsforlife.org/testimony/normapflinterview.htm>.
  4. Incorporate current political topics that are pertinent to the right to life of the unborn.
  5. Alternate topic for discussion: Discuss where well known politicians stand on the abortion, including local politicians.

**Closing Prayer:** Prayer to the Holy Spirit

Breath into me Holy Spirit, that my thoughts may all be holy. Move in me, Holy Spirit, that my work too, may be holy. Attract my heart, Holy Spirit, that I may love only what is holy. Strengthen me, Holy Spirit, that I may defend all that is holy. Protect me, Holy Spirit, that I always may be holy. Amen.

## Lesson 6 – What Would You Teach A Young Child? Grade 12

**Materials:** Pictures of unborn babies in utero  
Internet access

**Time:** 50 minutes

### Concepts & Goals:

1. Increase young children’s awareness of the humanity of the unborn
2. Be aware that negative influences lead children away from a pro-life mentality
3. Have the class consider how they would present the humanity of the unborn to a child—this exercise will help to further strengthen the students’ pro-life position.
4. If there are students that are leaning toward taking the pro-abortion position, then take this opportunity to explore any questions, hesitations, or challenges that those students may have to teaching the pro-abortion position to a child.

**Bible Verse:** ”In truth I tell you, anyone who does not welcome the kingdom of God like a little child will never enter it” (Mark 10:15).

**Prayer:** The Hail Mary

### Activities & Discussions:

1. Brief review of the above Bible quote: It refers to having total dependence upon and obedience to the gospel.
2. Higher education and/or higher intelligence does not necessarily equate to knowing *truth*. Ask class to come up with examples. (One example would be politicians caught in propagating lies.)
3. Read [“The Mind of a Child”](#) by Peter B. Crapanzano, M.D. (The link opens the file, which is in one of the accompanying folders.) Here are the main points from that commentary:
  - a. What do you think a young child would say if he or she were asked: “What’s inside of a pregnant lady’s tummy?” (They *know* that pregnant mothers have babies in their tummies.)  
  
Consider showing the picture(s) of the unborn babies. Again, ask the class how they think a child would respond if asked to describe the picture(s).
  - b. We should not let the minds of children become wrongly influenced and soiled with the constant pro-abortion inputs.
  - c. We are our “brother’s keeper.”
4. Read “Presenting the Abortion Issue to Children” (by Father Pavone) <http://www.priestsforlife.org/preaching/prchild.html>
5. Have students write a pro-life lesson plan for children. Tell them to write the lesson as though they were teaching their little brother or sister (or any young child) about the unborn being just as human as the rest of us.



**Closing Prayer:** Prayer for Our Youth

God, our Father, we thank You for the gift of love and the gift of life. We thank you for the gift of our children. We ask You to send Your holy angels to protect and guide them each day so that they will walk the narrow path of purity, self-control and obedience, as was taught to us by Your own Son, Jesus Christ. We ask this through Jesus Christ our Lord, in union with the Holy Spirit. Amen.

## Lesson 7 – Alternatives to Abortion

### Grade 12

**Materials:** Internet access  
Phonebook

**Time:** 30 minutes

**Concepts:** Review options to abortion  
Discuss pros and cons of options

**Bible Verse:** “In reply Peter and the apostles said, ‘Obedience to God comes before obedience to men. . . .’” (Acts 5:29).

**Prayer:** Prayer for the Helpless Unborn

Heavenly Father, in Your love for us, protect against the wickedness of the devil, those helpless little ones to whom You have given the gift of life. Touch with pity the hearts of those women pregnant in our world today who are not thinking of motherhood. Help them to see that the child they carry is made in Your image— as well as theirs—made for eternal life. Dispel their fears and selfishness and give them true womanly hearts to love their babies and give them birth and all the needed care that a mother alone can give. We ask this through Jesus Christ, Your Son, Our Lord, Who lives and reigns with You and the Holy Spirit, one God, forever and ever, Amen.

1. Many counseling services are available:
  - a. Catholic Charities 24 hour National Hotline 1-800-CARE-002
  - b. Care Net, a 24 hour National Hotline at 1-800-395-HELP and on-line at <http://www.pregnancycenters.org/> is a service which refers callers to the pregnancy help center nearest to them.
  - c. Heartbeat International <http://www.heartbeatinternational.org/>
  - d. The Nurturing Network 1-800-TNN-4MOM (support counseling, medical, residential, educational, employment and financial)
  - e. Birthright 1-800-550-4900 (pregnancy testing, counseling, medical, financial, and personal assistance)
2. Adoption – discuss pros and cons
  - a. Adopt A Life <http://www.adoptalife.net/>
  - b. 500,000 couples are waiting to adopt a baby
3. Raise the baby yourself with the aid of many social agencies available in every community.
4. Assignment: Have students find out where someone can go locally to get adoption information. What are the costs? Etc. They can look in phonebook, search the Internet, etc

**Closing Prayer:** The Glory Be

## Lesson 8 – Abortion Debate in Class

### Grade 12

**Time:** 1 hour

**Bible Quote:** “Yahweh asked Cain, ‘Where is your brother Abel?’ ‘I do not know,’ he replied. ‘Am I my brother’s guardian?’ ‘What have you done?’ Yahweh asked. ‘Listen! Your brother’s blood is crying out to me from the ground’” (Genesis 4:9-10).

**Prayer:** A Prayer to End Abortion

Heavenly Father have mercy on our nation and the world. Through the light and truth of Your Spirit, return our society to a system of justice that holds all life sacred. I pray for the children who today will be returned to You by the martyrdom of abortion. May the sufferings and blood of these holy innocents, be united with the Most Precious Blood of the Lamb, Who won for us salvation. May they help obtain through You, Author of all life an end to the slaughter throughout the world. In the most powerful Name of Your Son our Lord Jesus Christ. Amen.

**Activity:** Two weeks prior to the lesson, choose two panels comprised of three or four students each. One panel will represent the pro-abortion side, and the other will represent the pro-life side. The remaining students will each write three questions to pose to the panel, and submit the questions to the teacher a week before the debate. The teacher can then select ten questions that will be asked to the panel at the debate. Each side will have two minutes to respond to every question.

**Closing Prayer:** Prayer for the Helpless Unborn

Heavenly Father, in Your love for us, protect against the wickedness of the devil, those helpless little ones to whom You have given the gift of life. Touch with pity the hearts of those women pregnant in our world today who are not thinking of motherhood. Help them to see that the child they carry is made in Your image—as well as theirs—made for eternal life. Dispel their fears and selfishness and give them true womanly hearts to love their babies and give them birth and all the needed care that a mother alone can give. We ask this through Jesus Christ, Your Son, Our Lord, Who lives and reigns with You and the Holy Spirit, one God, forever and ever, Amen.

## Lesson 9 – How Abortion Destroys Peace

### Grade 12

**Materials:** Internet access

**Time:** 1 hour

**Goal:** Develop an understanding of how abortion destroys peace

**Bible Verse:** “Can a woman forget her baby at the breast, feel no pity for the child she has borne?” Even if these were to forget, I shall not forget you” (Isaiah 49:15).

**Prayer:** The Hail Mary

#### Activities:

1. In her 1979 Nobel Prize Acceptance Speech, Mother Teresa of Calcutta said that “the greatest destroyer of peace today is abortion. . . .”<sup>2</sup> Open a discussion by asking the class to give their opinions on this statement.
2. Mother Teresa’s explanation of this statement can be found in her speech. She said that “the greatest destroyer of peace today is abortion, because it is a direct war, a direct killing—direct murder by the mother herself. . . . if a mother can kill her own child—what is left for me to kill you and you kill me—there is nothing between.”<sup>3</sup>
3. If Internet access is available in the classroom, play the audio file of Mother Teresa giving her speech. The audio file, as well as the text of the speech, can be accessed at *Nobel e-Museum*:  
<http://www.nobel.se/peace/laureates/1979/teresa-lecture.html>.

**Closing Prayer:** Memorare

Remember, O most gracious Virgin Mary,  
that never was it known  
that any one who fled to thy protection,  
implored thy help or sought thy intercession,  
was left unaided.  
Inspired with this confidence,  
I fly unto thee,  
O Virgin of virgins my Mother;  
to thee do I come,  
before thee I stand,  
sinful and sorrowful;  
O Mother of the Word Incarnate,  
despise not my petitions,  
but in thy clemency hear and answer me.  
Amen

## **Lesson 10 – A Philosophical Argument that Abortion is Wrong**

### **Grade 12**

**Materials:** Internet access

**Time:** 50 minutes

#### **Concepts & Goals:**

Although Christian teachings give perhaps the strongest foundation as to why the unborn should be protected, it is possible to make a purely secular argument that abortion is wrong. Learning to do this will serve to strengthen one's ability to defend the right to life of the unborn.

**Bible Verse:** "Save those being dragged towards death. . . ." (Proverbs 24:11).

**Prayer:** The Our Father

#### **Activities & Discussions:**

1. Several days prior to the lesson, assign the students to read "The Apple Argument Against Abortion" by Peter Kreeft. The article is available online at: <http://priestsforlife.org/articles/appleargument.htm>
2. In the article, Kreeft stated that "we really do know what some things really are, such as what an apple is."<sup>4</sup> He also said that "if you want to defend Roe, you will probably want to deny that we know what an apple is."<sup>5</sup>

Teachers should carefully read the article prior to class and then use the above quotes to begin an open discussion about Kreeft's argument. It's necessary to read it in its entirety. It all comes together in sections 12 and 13 of the article.

**Closing Prayer:** Prayer to St. Michael the Archangel

St. Michael, the Archangel, defend us in battle; be our defense against the wickedness and snares of the devil. May God rebuke him, we humbly pray; and do you, O Prince of the heavenly host, by the power of God, thrust into hell Satan and the other evil spirits who prowl about the world seeking the ruin of souls.  
Amen.

## Lesson 11 – What Can I Do to Help? Grade 12

**Material:** Chalkboard  
Chalk  
Internet access

**Time:** 30 to 45 minutes

**Concepts:** To try to change people’s minds and the law can seem to be an overwhelming project, yet there are concrete things that can be done on a regular basis  
Review what can be done.

“The only thing necessary for the triumph of evil is for good men to do nothing.”  
— Edmund Burke, eighteenth-century philosopher and statesman

**Bible Verses:** “Save those being dragged towards death, but can you rescue those on their way to execution? If you say, ‘But look, we did not know,’ will the Weigher of the heart pay no attention? Will not the Guardian of your soul be aware and repay you as your deeds deserve?” (Proverbs 24:11-12).

**Prayer:** The Hail Mary

### Activities:

1. Ask class for ideas about what they could do to help the Pro-Life Movement—write them on the chalkboard.
2. Here’s a list of activities that need to be stated:
  - a. Vote pro-life
  - b. Write letters to the editor (could be a class project)
    - Tips for writing letters to the editor found at the *Priests for Life* website: <http://priestsforlife.org/elections/ltrstod.htm>
  - c. Letters to congressmen, senators, president (could be a class project)
  - d. Pray – never underestimate the power of prayer
  - e. Join respect life ministries at your church or start one if it does not exist
  - f. Sidewalk counseling – many people go to laboratories to pray and talk to mother’s that are going to have an abortion
  - g. Wear the precious feet and hands in order to raise awareness and start conversation
  - h. Sign up for Father Pavone’s newsletter
  - i. Go on marches
  - j. Pro-life bank checks (each time you write a check with a pro-life message, 15 people will see it)
  - k. Stickers on your car and mail

**Closing Prayer:** The Our Father

## APPENDIX I

### Quiz to Assess Knowledge Before & After Twelfth Grade

1. Does *free will* mean that we are *free* to do as we please? (Lesson 1)
2. Explain: Having free will does not mean that we have *free rein* or the *right* to do whatever we want. (Lesson 1)
  - a. How does this apply to abortion? (Lesson 1)
3. When existing laws are unfair, what responsibility do we have in regard to responding to this? (Lesson 1)
4. List three procedures for having an abortion and define each. (Lesson 3)
5. True or false: Abortion can potentially cause sterility, bleeding, infection, or death. (Lesson 3)
6. True or false: You can only take RU-486 the morning after sex? (Lesson 3)
7. Does Christian morality have a place in legislating laws? (Lesson 4)
8. Explain: Everyone, including legislators, must ultimately answer to God. (Lesson 4)
9. Is it possible to sin in the voting booth? (Lesson 5)
  - a. Explain. (Lesson 5)
10. Is it *always* sinful to vote for someone who believes that there should be exceptions allowing some abortions? (Lesson 5)
  - a. Explain. (Lesson 5)
11. How can we help to ensure that children maintain a pro-life belief system as they grow into adults? (Lesson 6)
12. True or false: Less than 10,000 people are waiting to adopt a baby? (Lesson 7)
13. If a child is unwanted by the mother, give one option for her other than abortion. (Lesson 7)
14. Explain why Mother Teresa said that abortion is “the greatest destroyer of peace” during her 1979 Nobel Prize Acceptance Speech. (Lesson 9)
15. Do we know *what* we are? (If you respond *yes*, then state what it is that we are.) (Lesson 10)
16. When did we become what we are? (Lesson 10)
17. Why should we *all* have *human rights*? (Lesson 10)
18. How is it that some human beings do not have rights? (Lesson 10)
19. Why is abortion wrong? (Lesson 10)
20. List four things you can do to help stop abortion. (Lesson 11)

## APPENDIX II

### Answers to Twelfth Grade Quiz in Appendix I

1. No. We live in a free society and have a free will, but there are still restrictions as to what we can do. Laws place restrictions on behavior, which in turn should help to maintain civility and protect our rights as individuals and as a nation. (Lesson 1)
2. We still have laws that we must obey. More important than obeying secular laws, we need to raise the standard and follow God's laws. (Lesson 1)
  - a. No one has the *right* to kill a human being that already exists. (Lesson 1)
3. We are our "brother's keeper" and have an obligation and responsibility to speak out to bring about change, especially when the unjust laws affect the defenseless that cannot speak for themselves. (Lesson 1)
4. Refer to lesson for list of different procedures. (Lesson 3)
5. True. (Lesson 3)
6. False. (Lesson 3)
7. Yes. (Lesson 4)
8. We will be held accountable as to whether or not we followed His laws, especially those as important as respecting the sanctity of life. (Lesson 4)
9. Yes. (Lesson 5)
  - a. How we vote clearly has consequences for other people, including the unborn. It is sinful to knowingly vote for someone who takes positions that clearly break God's laws. (Lesson 5)
10. No. (Lesson 5)
  - a. If the opposing candidate is in favor of keeping abortions legal across the board, then it is favorable to vote for the candidate that is in favor of at least some restrictions, even though that is clearly a flawed position. (Lesson 5)
11. Education (Lesson 6)
12. False. It's greater than 500,000. (Lesson 7)
13. Refer to lesson for list of options. (Lesson 7)
14. Abortion is a murder by the mother herself. And if a mother can kill her own child, there is nothing between us killing each other.<sup>6</sup> (Lesson 9)
15. Yes—we *know* that we are human beings.<sup>7</sup> (Lesson 10)
16. We became human at the moment of conception.<sup>8</sup> (Lesson 10)
17. Because we are all human beings.<sup>9</sup> (Lesson 10)



18. Because instead of saying that all humans are persons and have rights, only those who are given rights by others (i.e., those in power) actually have rights.<sup>10</sup> (Lesson 10)
19. All human beings should have their most basic human rights (such as the right to life) protected. It is wrong to kill another person.<sup>11</sup> (Lesson 10)
20. Refer to the lesson for a list of activities. (Lesson 11)

## Notes – Twelfth Grade

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2. Teresa of Calcutta, "Mother Teresa – Nobel Lecture," Oslo, Norway, 11 Dec. 1979, *Nobel e-Museum*, online, executive ed. Agneta Wallin Levinovitz, 3 Mar. 2004, 10 June 2004 <http://www.nobel.se/peace/laureates/1979/teresa-lecture.html>.
3. *Ibid.*
4. Peter Kreeft, "The Apple Argument Against Abortion," *Crisis*, vol. 18.11, Dec. 2000: 25-29, *Priests for Life*, online, Catholic online, 10 June 2004 <http://priestsforlife.org/articles/appleargument.htm>.
5. *Ibid.*
6. Mother Teresa of Calcutta, *op. cit.*
7. Kreeft, *op. cit.*
8. *Ibid.*
9. *Ibid.*
10. *Ibid.*
11. *Ibid.*

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