

Interactive Guide *for* PHASE 1 (The Seminar)

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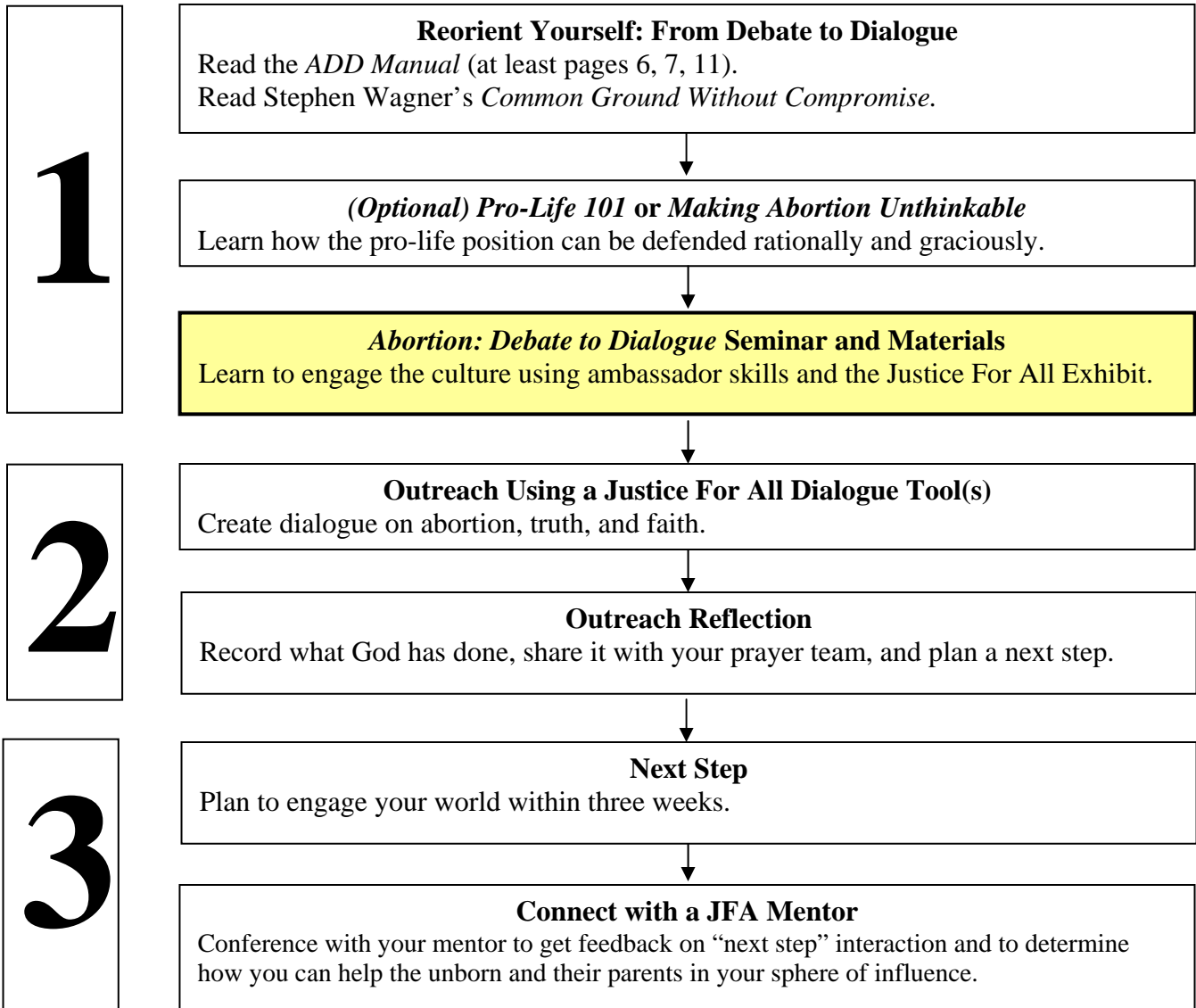
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**Justice For All Trains Thousands to Make Abortion Unthinkable for Millions...
One Person at a Time.**

JUSTICE FOR ALL'S *ABORTION: FROM DEBATE TO DIALOGUE* TRAINING PROGRAM

FLOW CHART



PHASE 1: The SEMINAR

Objectives:

1. Learn to start interactions
2. Learn to help people change their minds (by first being open ourselves)
3. Get questions and concerns answered about exhibit outreach
4. Be exposed to pro-choice questions and concerns so that you can begin to develop answers (e.g. “What about rape?”)
5. Learn about one practical way you can save unborn children after the outreach project.

PHASE 2: The JFA Exhibit OUTREACH

Objectives:

1. Start conversations with average college students and professors.
2. Develop the ability to give reasons for your beliefs about morality and Christianity.
3. Minister to hurting people who need Christ.
4. Grow in courage.
5. Grow in awareness of other views.
6. Gain motivation for study.
7. Learn to support each other by fulfilling your unique role in the body of Christ.

Activities:

1. Listen to conversations in progress
2. Start your own conversation using...
 - The Exhibit
 - A Free Speech Board
 - A Poll table
 - A Survey
3. Debrief your conversations with a JFA staff person.
4. Pray for the people as they have conversations.
5. Counsel your colleagues if they invite critique or input.
6. Offer encouragement to your colleagues.
7. Journal about your conversations.
8. Pray for people you’ve talked to.
9. ?

PHASE 3: The NEXT STEP Dialogue

Use (1) the Exhibit Brochure, (2) the web version of the exhibit (see www.jfaweb.org), (3) your outreach experience, or (4) Stephen Wagner’s *Common Ground Without Compromise* to create dialogue with a friend or relative. Log in to www.jfaweb.org/sharethebrochure to let JFA know how it went!

INTERACTIVE GUIDE

About the Activities

ANALYZE...IMITATE...IMPROVISE

Jazz musicians learn to create their own music largely by following a three-step process. They first hear and try to understand a piece of music (ANALYZE). Then they try to play what they heard (IMITATE). Finally, once they have the music “under their fingers,” they use fragments of it in their own original compositions (IMPROVISE).

To learn to have conversations about abortion, you can follow the same process. First, hear and analyze a good idea. Then imitate that idea by copying a conversational example. Finally, improvise your own conversation, using the ideas you’ve been speaking about, but placed within the new dynamic context of a free-flowing conversation.

Each activity follows this three-step approach. First, an idea or concept is presented (ANALYZE), then it is modeled in a dialogue that you can read through with a partner (IMITATE), and finally a prompt is provided to help you really test and see if you understood the concept. If you get stuck, you can always look back at the IMITATE section for help.

For the IMITATE and IMPROVISE activities, you and a partner each choose to play the role of a *Pro-Life* or *Pro-Choice* advocate.

The IMITATE activities provide a script for you to use.

The IMPROVISE activities provide a short script you can use as a prompt to launch into a dialogue.

GENERAL GUIDELINES

1. If you are *Pro-Life*, your job is to listen, ask the right questions, and then listen again.
2. If you are *Pro-Choice*, your job is to defend abortion as a choice women should be allowed to have. If you don’t know what a real Pro-Choice advocate would say, just guess. Many people we meet on campus are thinking on their feet anyway.
3. When possible, use the Justice For All Exhibit to respond to the question in the activity. The exhibit is like a common library to which people of all opinions have equal access.
4. If you get stumped, see the *Notes and Additional Help* section that accompanies each activity. When possible, the activity also lists the place in the *Abortion: From Debate to Dialogue (ADD)* manual where you can find more help.

Activity 1-A: Three Essential Skills

*Learn to listen and build common ground.
Learn to ask two types of questions that can help you
make an impact anywhere, anytime, on any topic, with anyone. Guaranteed.*

ANALYZE:

When Jesus was 12 years old, his parents took him to Jerusalem. Then they left without him. When they returned to Jerusalem, they found him in the temple. What was He doing? *Listening and asking questions.* We should do the same. (See Luke 2:46)

When Peter argued for salvation in Jesus before the people in Jerusalem at Pentecost, he quoted Hebrew texts and based His argument on Jewish prophecy (see Acts 2:14-41). When Paul stood before the philosophers on Mars Hill, however, he didn't quote the Jewish prophets. He quoted the Stoic and Epicurean philosophers (see Acts 17:16-34). Why the difference? Both men were meeting their audience on common ground. They started with shared beliefs. They agreed first, before making their case.

It's important that we also master these three essential skills illustrated by Jesus, Peter, and Paul:

SKILL #1: ASK QUESTIONS

1. Don't assume you *know* what the other person thinks, feels, intends. *Ask!*
2. Remember Lieutenant Columbo: "May I ask you a question?"
 - Type I – Gather Information / Ask for Clarification / **What?**
Examples: "What do you believe?" & "What did you mean by...?"
 - Type II – Reverse the Burden of Proof / Ask for evidence / **Why?**
Example: "How did you come to that conclusion?"

You can also offer a challenge (Type III). Example: "If that's true, then this is also true, right?"

SKILL #2: LISTEN

1. Try to focus on the ideas the other person is sharing, rather than just thinking of your next response.
2. Listening shows we care about the other person. It builds trust and rapport. It helps others enjoy talking to us.

SKILL #3: BUILD COMMON GROUND

See the book *Common Ground Without Compromise* (Stephen Wagner) for an explanation and tips for building common ground. There's a summary on page R of this packet. In general, I always look for things I can agree with in order to make the conversation more civil and enjoyable for everyone.

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IMITATE:

Pro-Life: What do you think about this? (Type I)

Pro-Choice: It's disgusting!

L: I agree with that. (Common Ground)

C: I think it's over the top.

L: What do you think is more over the top, *abortion* itself or the *Exhibit* showing abortion? (Type I)

C: Well, I meant the Exhibit. I think they have a right to show pictures, but it's really in poor taste.

L: What do you think about abortion? (Type I)

C: I think it's wrong, but it should be legal.

L: Why do you think abortion is wrong? (Type II)

C: That's obvious. It kills a human.

L: Let me see if I understand you. Are you saying that abortion kills a human, but it should be legal to kill humans?
(Type I)

C: I don't like the way that sounds...

L: Please let me know if I've misunderstood.

C: There are many things that are wrong that we keep legal.

L: What are you thinking of? (Type I)

C: Do you think adultery should be illegal?

L: No, I agree that it's not really possible to make adultery illegal. (Common Ground)

C: See, that's my view. I think it's not really possible to make abortion illegal.

L: But aren't harms that kill people in a different category than other harms? If abortion kills a human being, shouldn't it be in a different category than adultery and other acts that don't kill humans? (Type III)

IMPROVISE:

Use the prompt below to create a free-wheeling dialogue. Pro-Life Advocate, listen and ask questions. Pro-Choice Advocate, assume the role of someone who is angry about the Exhibit.

Pro-Life: What do you think about this?

Pro-Choice: It's disgusting!

Pro-Life: ???

NOTES AND ADDITIONAL HELP:

- *ADD*, pp. 78-82
- Agree whenever possible ("I think so too.")
- Ask a question that allows an opportunity to explain. ("Have you ever seen pictures like this before? Do you think showing these pictures is appropriate?")
- Ask for clarification: What do you think is disgusting about it?
- Ask for clarification: Are you more disgusted by the pictures or by the practice of abortion?