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Feet Work,
Your First
Outreach

Name: _____

Mentor's Name: _____

Mentor's Contact Info: _____



ABORTION: FROM DEBATE TO DIALOGUE *THE INTERACTIVE GUIDE*

Chapter *Feet Work (Your First Outreach)*

Edited by Stephen Wagner • Produced by Justice For All

**Train thousands
to make abortion unthinkable for millions,
ONE person at a time.**

Abortion: From Debate to Dialogue – The Interactive Guide

Edited by Stephen Wagner

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Published by Justice For All, Inc. Wichita, Kansas

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Portions of this material were originally published in the *Abortion: From Debate to Dialogue Manual* and *Interactive Guide* used in the Justice For All training program 2005-2010. Revised and Updated, September 2010. Other updates occurred from 2011-2014, with a major revision (3.0) in January 2015. The present edition (3.1) was produced in June 2015.

Note: Throughout this material, references to organizations and authors should not be construed as a blanket endorsement of everything those organizations and authors have said or done.

Authorship

Justice For All attempts to give credit where credit is due whenever possible. Please see Page 2 (Chapter 1) for an important note about authorship throughout the *Abortion: From Debate to Dialogue* materials.

Mentoring and Justice For All Certification: You're Invited!

One of the distinctives of the *Abortion: From Debate to Dialogue* training program is Justice For All's team of mentors who walk with our volunteers through the learning process. Please see Page 3 (Chapter 1) for a special invitation to learn more about the JFA Training Certification program.

Acknowledgements

Please see Page 4 (Chapter 1) for an important note from Justice For All's Founder giving thanks to all who participated in making these *Abortion: From Debate to Dialogue* materials possible.

Contact

- To book a Justice For All training event (Presentation, Seminar, and/or Outreach), email jfa@jfaweb.org or call 316-683-6426, 800-281-6426.
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The JFA Exhibit Outreach (Feet Work) Activities

1. Listen to JFA mentors in conversation with students
2. Start your own conversation using...
 - The Exhibit
 - A Free Speech Board
 - A Poll table
 - A Survey
3. Debrief your conversations with a JFA mentor.
4. Pray for those engaging in conversations.
5. Counsel your colleagues **only if** they invite critique or input.
6. Offer encouragement to your colleagues.
7. Journal about your conversations (See “Scribe-Evaluate-Brainstorm-Pray” for a template)
8. Pray for people you’ve talked to.
9. Share your experiences with others you think might benefit from hearing or who you simply want to know of your experience.
10. ?

Justice For All Exhibit Interaction Tools

A Few Guidelines

Evaluate the Tools

1. Which tool is easiest for you to use? Which tool is most difficult? Why?
2. All of us have times when fear keeps us from starting conversations. Remember three things:
 - a. Our fear could cost a child her life.
 - b. Our fear could keep us from being able to comfort others with the comfort of Christ.
 - c. We (your colleagues and the Justice For All Staff) are praying for you.
3. The other person is a person. Ask for his/her name and shake hands to lessen the tension.
4. Extend the Exhibit: Trade email addresses if possible. Then follow up.

The Tools

- The Tour (Exhibit)
- Exhibit Brochure
- Exhibit Brochure Response Card
- Free Speech Board
- Poll
- Survey
- Protests
- Open Mic & Crowds

Activity 8: The Tour [JFA Exhibit Outreach]

Give an explanation of the JFA Exhibit to start dialogue.

ANALYZE

1. You can give an explanation of the Justice For All Exhibit even if you aren't ready yet to create dialogue.
2. Like a museum tour, both people can look at the same information at the same time. Neither has privileged access.
3. At the exhibit, asking if a tour or explanation will be helpful is an easy way to break the ice. The exhibit motivates and informs the dialogue.
4. The tour/explanation below is composed of two summary questions for each side of the exhibit. To move from explanation to dialogue, simply ask, "What do you think?" after any of the summary questions.
5. After the tour/explanation (or after you create dialogue with them), ask the person to fill in the response card. Sometimes people share something on the response card that can help you create more significant conversation with them!
6. To give a tour of the exhibit no matter where you are (with the Exhibit Brochure), see *The 2-Minute Outreach (Exhibit Brochure)* in Chapter 1.



JFA staff member Rebecca Haschke gives an explanation of a small version of the JFA Exhibit at Pasadena City College (2009).

IMITATE

Objective: While role-playing as a tour guide for each side of the Exhibit and/or Exhibit Brochure, students will show an ability to explain two summary points (in question form) and to ask a person for his/her opinion.

(Break the Ice: At the Exhibit)

1. Hi, I saw you looking at the exhibit. I'm a volunteer and I'm wondering, "Would it be helpful if I gave you an explanation of the exhibit?"

(Side 1, Panels 1-2)

2. [Panel 1] The exhibit shows a picture of the unborn at eight weeks from fertilization. If you think about it, each of us was once the size of a quarter, just like this embryo.
3. [Panels 1 and 2] Questions at the tops of the panels signal that this exhibit is trying to encourage dialogue and listening.
4. [Panel 2] The exhibit shows pictures of humans through all stages of development.
5. So, with these two panels, the exhibit is asking, "**Is the unborn a human being?**"
6. [If using the brochure, before turning to pages 5-6 (Side 1, Panels 3-4), say, "The next two pages are graphic. Are you willing to view them?"]

(Side 1, Panels 3-4)

7. This is Samuel Armas...after birth...and then also before birth. Samuel has a condition called spina bifida. The developing spinal column has a hole where it hasn't closed properly. If untreated, usually the baby in the womb will injure his spine while moving around in the womb.
8. That's his mother's uterus; it's been lifted outside of her body, and the surgeon went in to fix a hole in his spinal column. After the surgery, Sammy popped his hand out of the uterus and the doctor slipped his finger underneath. A little bit like the first doctor-patient handshake!
9. This is how we treat wanted unborn children. We treat them humanely. We give them surgeries to help them live more normal lives. But how do we treat unwanted unborn children? We give them a very different surgery: abortion [pointing to Side 1, Panel 4].
10. So, the question we're asking is, **“Does being wanted or unwanted change the value of a human being?”**

[If giving only a tour of Side 1, stop here and ask, “What do you think?”]

—

(Side 2, Panel 1)

11. Let's move on to Side Two. This is probably the most difficult side of the exhibit to look at. It's very graphic because it shows the results of abortion in the first and second trimesters. We believe it's helpful because pictures communicate the truth about abortion in a way that words never can. You can see dimes, quarters, and other objects in the abortion pictures. They're there for size reference.
12. So, if the unborn is a human being, this panel is asking, **“Does abortion kill a human being?”**

(Side 2, Panels 2-3)

13. And if abortion is legal, and in America we kill 3500-4000 per day, we're asking, **“Could injustice like these be happening again with abortion?”**
14. Some people misunderstand our comparison here. They think we're saying women who have abortions are genocidal maniacs...that they are like Hitler or Stalin.
15. That's not what we're trying to communicate. We're saying that if our society allows this (abortion) could it be similar to past societies that allowed these injustices.

(Side 3, Panels 1 and 4)

16. On Side Three of the Exhibit, we focus on why this is happening; we focus on the reasons women give for their abortions. You can see these on panel one and panel four.
17. So, the exhibit is asking the viewer to ponder the question, **“Which reasons do you think are good ones, and which ones are not so good?”**

(Side 3, Panel 3)

18. Many people are offended by our use of graphic pictures.
19. We understand that they are difficult to look at, but we think of Annie, pictured here. Her mom came across a similar exhibit on her campus and said, “I don't know what I'm going to do...but I know what I'm not going to do.”
20. So we ask, **“If this exhibit saved the life of one child, like Annie, would it be worth offending people or making them uncomfortable?”**

(Move the conversation forward)

21. [Option One] I'm curious: What do you think?
22. [Option Two] Let's go back to Side One, Panel Two. You remember we asked the question, "Is the unborn a human being?" I'm curious, "What do you think?"

IMPROVISE

Objective: *Practice giving people a tour!*

Directions: *Without referencing the script above, give a friend or relative a tour of the exhibit using the brochure! Go to www.repeatwork.blogspot.com, Justice For All's Facebook page, or email your mentor to tell JFA what happened!*

FURTHER STUDY

Summary Questions in a List

1. Side 1, Panels 1-2: "So, the first two panels are asking, 'Is the unborn a human being?'"
2. Side 1, Panels 3-4: "So, these panels are asking the question, 'Does being wanted or unwanted change the value of human beings?'"
3. Side 2, Panel 1: *Summarize:* "The Exhibit asks, 'Does abortion kill a human being?'"
4. Side 2, Panels 2-3: "The Exhibit asks, 'If abortion is legal, and we kill 3,500 to 4,000 unwanted unborn children every day, 'Could injustice like these [point to black and white pictures of historic genocides] be happening again with legalized abortion?' [point to color pictures of abortion]"
5. Side 3, Panels 1 and 4: "So, this side of the exhibit asking the viewer to ponder the question, 'Which reasons do you think are good ones, and which ones are not so good?' "
6. Side 3, Panel 3: "If this exhibit saved the life of one child, would it be worth offending people or making them uncomfortable?"

Breaking the Ice to Start the Tour

(At the Exhibit)

- Have you seen pictures like this before?
- Did you see this exhibit the last time it came to campus?
- I noticed you taking a look at the Exhibit. I'm volunteering with the Exhibit and I'm wondering: Would it be helpful if I gave you a mini-tour?

(In Everyday Life)

- See *The Two-Minute Outreach (Exhibit Brochure)*

Activity 9: “You Shouldn’t Force People to See These Pictures!”

Use this concern to refocus on the question, “What is the unborn?”

ANALYZE

It’s understandable that people are frustrated with the posting of a large graphic exhibit in public space. In order to help someone use this frustration productively (to motivate them to care about discussing abortion), use these tips:

- Don’t deny people’s feelings. Sympathize. How did you feel when you first saw these pictures?
- Build common ground: “I agree the pictures are disgusting; do you agree they’ve produced good dialogue?”
- Focus on the use of pictures throughout the history for moral education and moral reform.
- Ask, “What is wrong with forcing images on people? If it is wrong because it restricts freedom, isn’t it much more wrong to kill the unborn by abortion and restrict their freedom?” (Refocus on the unborn child.)
- Ask, “If this exhibit saved the life of one child, would it be worth offending people?”
- Suggest that women are strong enough to handle the visual facts about a surgery they may decide to have.

IMITATE

Pro-Choice: You shouldn’t put up graphic pictures in public because people shouldn’t be forced to see something they don’t want to see.

Pro-Life: I agree with that in principle. In general, we shouldn’t force people to look at things that are disturbing.

C: So, I just don’t understand why you’re forcing me to look at this Exhibit.

L: You may have been forced into a one-second glance, but have you been forced to continue looking at the Exhibit?

C: No. I guess I just mean that the Exhibit is hard to avoid and hard to ignore.

L: Have you noticed the conversations people are having on campus because of this exhibit? I think that’s positive.

C: Sure, I agree that dialogue is important. But this is just over the top.

L: Kind of like Emmett Till.

C: Huh? Wasn’t he the black boy who was lynched in 1955?

L: Yes, but his mother also allowed a photograph of his disfigured corpse to be printed in *Jet Magazine*. Many historians believe the printing of that photograph shocked people so much that the civil rights movement began.

C: I suppose you think abortion is a civil rights issue?

L: If the unborn is a human being, and women use abortion to kill them over 3,500 times a day for reasons like “I don’t want a baby,” then yes, I do think it’s a civil rights issue. What do you think?

C: I just think you shouldn’t put this up. It’s always wrong to put up disturbing images in public spaces, since most people prefer for public space to be uplifting and beautiful.

L: I want things to be beautiful, too. But if people are being killed, are things truly beautiful simply because we can keep the injustice and violence hidden? It seems to me that even though this campus looks beautiful without the Exhibit, if human children are being killed, it’s not very beautiful after all.

C: Human children aren’t being killed. This exhibit is extreme and tasteless.

L: I’ll agree with you, for the sake of argument, that it is horrible and wrong for the Exhibit to be here. But you just said abortion doesn’t kill human children. Did I hear you correctly? If the embryos and fetuses pictured on the Exhibit aren’t children, would you at least agree that they are human beings?

IMPROVISE

Pro-Life: What do you think about this Exhibit?

Pro-Choice: These pictures are disgusting. I don’t think they should be forcing such extreme propaganda on people.

L: ???

“Why Do You Have to Show Such Graphic Photos?”

Defending the Public Display of Accurate Pictures of Abortion

Stephen Wagner

First, Seek to Understand

When someone expresses frustration that the Justice For All Exhibit shows graphic pictures of abortion in public space, I can identify. There are many images I don't want to be shown in public. With two children of my own, I am concerned every time I take them through the grocery store checkout line. I also appreciate the beauty of the outdoors and feel violated when people clutter the public landscape with salacious billboards or graphic signs. I think certain kinds of art and images should be kept out of the public space.

If it's generally reasonable to expect that public space will be friendly to children and to our aesthetic sensibilities, we'll have to have some pretty strong reasons for putting up graphic photos on a college campus. If the unborn are human beings and if they are being killed by legalized abortion over 3,000 times each day (we are able to argue persuasively that both are true), then disrupting public space to change public opinion makes a lot more sense than it first appeared. For some, though, it will help to explain in more detail why we show graphic photos in public. I share suggestions in the following paragraphs.

Make a Comparison: Tell the Emmett Till Story

In 1955, graphic pictures of Emmett Till's mutilated corpse were published in *JET Magazine* and other publications. Some of these readers did not expect or wish to see such difficult images. Why did Emmett's mother Mamie allow these pictures to be taken? She said she wanted the “whole world to see what they did to my boy.” And the effect was no less than the beginning of the Civil Rights movement. Was it legitimate for these pictures to be forced on the American public? (See “The Emmett Till Story” for a list of talking points for this story.)

Make Another Comparison: Education and Intellectual Honesty¹

Good education about the Holocaust and other gruesome acts includes graphic pictures (*Schindler's List*). Education about smoking and drunk driving also many times includes graphic pictures. If we are intellectually honest, we will allow the pictures to be admitted as evidence in the discussion of abortion.

In addition, our audience has the following characteristics:

- Visual learners (processing information through pictures: internet, television, magazines, movies)
- Postmodern thinkers (preferring stories to arguments and facts)
- Committed to entitlement (deserving the immediate disappearance of difficult life problems)

Given these characteristics, what means of communication is going to be effective? Our audience hears the word abortion and thinks meaningless surgery that helps the mother. For this audience, pictures communicate truth about abortion in a way words never can.

¹ Much of this section borrows from Stand to Reason's *Making Abortion Unthinkable* curriculum. See www.str.org to order.

Remind Students that the Stakes Are High

Angry onlookers sometimes suggest that we put the pictures in a room or in a binder, so that people can choose to see them if they want. In response, ask for an alternative:

“We’d be happy to consider suggestions for an alternative approach, but can you demonstrate that your alternative will result in lives being saved and won’t result in the deaths of human beings whose lives might have been saved had we shown the pictures?”

For testimonies on the effectiveness of graphic pictures for saving lives, see www.abort73.com. The evidence is good that graphic pictures (even when forced on people) save lives because pregnant women see them and decide against abortion. If those who object don’t have good evidence that they can save as many lives without showing them, perhaps they should join you in showing the pictures. For some, the real difficulty with the graphic pictures is that they clearly show the killing of innocent human beings and *we have all been complicit* in this injustice. At this point, perhaps some would object that the unborn are not human beings. We’re back to only one question.

Focus on Dignifying Women

Why do we have to show these pictures? Here’s a three-sentence sound bite:

“We want to dignify women with all of the information they need to make a serious decision. Planned Parenthood will never show pictures like this. Don’t you think that women are smart enough and strong enough to make an informed decision?”

Pro-choice feminist Naomi Wolf makes a similar point:

“The pro-choice movement often treats with contempt the pro-lifer’s practice of holding up to our faces their disturbing graphics...

How can we charge that it is vile and repulsive for pro-lifers to brandish vile and repulsive images if the images are real? To insist that truth is in poor taste is the very height of hypocrisy. Besides, if these images are often the facts of the matter, and if we then claim that it is offensive for pro-choice women to be confronted with them, then we are making the judgment that women are too inherently weak to face a truth about which they have to make a grave decision. This view is unworthy of feminism.”²

² Naomi Wolf, "Our Bodies, Our Souls," New Republic, October 16, 1995 (p. 32); available online at <http://www.epm.org/articles/naomiwolf.html>

The Emmett Till Story

Talking Points and Resources

Stephen Wagner

The Basic Core Facts

- Emmett Till, a black boy from Chicago, was 14 when he visited his uncle and cousins in Money, Mississippi for a two-week trip in the summer of 1955.
- On Wednesday, Emmett bought a piece of gum from the white woman behind a grocery store counter (Bryants' Grocery in Money, MS). While talking with his friends outside, he whistled (many times this was a side effect of a stuttering problem he had); at about the same time the white woman walked toward her car. The boys ran off, fearing that she was going to get a gun.
- Emmett was taken from his uncle's home at 2 a.m. on Sunday morning. His body was found in a river a few days later, tied to a cotton gin fan with barbed wire. He was hardly recognizable, and it was clear that he had been beaten severely and shot through the head.
- His mother held an open casket funeral saying, "I want the world to see what they did to my boy."
- Pictures of the mutilated body were published in *JET* Magazine
- His story provided a catalyst for the Civil Rights Movement.

Did Emmett Break Southern Rules?

In an attempt to separate fact from fiction, the talking points I listed above come from Wheeler Parker's account of the incident as retold by Mamie Till-Mobley in *The Death of Innocence*. Wheeler Parker was with Emmett during the incident at Bryant's grocery. Till-Mobley's retelling leaves the question of whether Emmett did anything "wrong" (what whites expected blacks not to do) unanswered. But other details from her book give an indication that Emmett probably talked to Carolyn Bryant in some way.

In the South in 1955, African-Americans were expected to show extreme deference to whites, sometimes under penalty of death. The expectations included speaking only if spoken to first, not looking a white in the eyes, and black men not interacting with white women or even looking at pictures of white women. Although there is some question about whether Emmett did anything at all to incite the whites to lynch him, it is likely that Emmett did in fact speak to Carolyn Bryant inside her store that day. Here is one reason to believe this: Mamie Till-Mobley had the opportunity to correct two major tributes to Emmett Till which claim that he said at least something to Carolyn Bryant. The *Eyes on the Prize* film series on the Civil Rights Movement makes this claim and the Civil Rights Memorial (Montgomery, Alabama) lists Emmett's name with his legacy: "28 • AUG • 1955 Emmett Louis Till • Youth Murdered For Speaking To White Woman • Money, MS". Mamie Till-Mobley had opportunity to correct both accounts, but didn't, so we can assume that she at least agreed with the assessment that Emmett said something to Carolyn Bryant inside Bryant's grocery. By all accounts, Emmett also had a stock photo of a white actress that had come with his wallet. This may have further angered his captors after he was abducted.

For More Information about Emmett Till

- Mamie Till-Mobley, *The Death of Innocence* (New York: Random House, 2003)
- Clenora Hudson-Weems, *Emmett Till: The Sacrificial Lamb of the Civil Rights Movement* (Troy, MI: Bedford, 2000)
- Clenora Hudson-Weems, "Resurrecting Emmett Till: The Catalyst of the Modern Civil Rights Movement," *Journal Of Black Studies*, vol. 29 No.2, November 1998, 179-188
- *The Murder of Emmett Till* (documentary film made by PBS)
- PBS website with resources for *The Murder of Emmett Till*: www.pbs.org/wgbh/amex/till/
- *Eyes on the Prize* (documentary film series on the Civil Rights Movement)

“These Pictures Are Misleading!” – Part 1 (Inaccurate, Fake)

Are these pictures fake?

Stephen Wagner

Common Concerns About the Accuracy of the Photos

- “These pictures are not real. They must be fake.”
- “These are pictures of miscarriages.” (Implied: Abortion doesn’t look like this or doesn’t happen at this stage.)
- “How can I be sure this is what an abortion looks like? I think you doctored these photos with *Photoshop*.”
- “I don’t trust these pictures.”

Approach #1: Use the Common Ground of Non-Abortion Photos

- The Lennart Nilsson photos: Found on Side 1 (Panel 2) of the Justice For All Exhibit and on the fetal development sign in the Genocide Awareness Project.

Step 1: Would you agree with me that at least this picture of an eight-week embryo is accurate?

Step 2: If not, are you saying Lennart Nilsson, who produced this photo in a book called *A Child is Born*, is a deceptive journalist? (Nilsson also produced the famous photo essay, *Life Before Birth* in LIFE Magazine– April 30, 1965)

Step 3: If so, when an abortion doctor takes a tube with a sharp end on it, connects it to a high-powered vacuum, scrapes the uterus and sucks this body through it, what do you think it will look like when the nurse puts the pieces together in a tray? Would it look like this picture?

Step 4: If it doesn’t look like this picture, what does it look like? Does it actually look better or worse?

- Embryology Texts: Embryology textbooks feature standard size measurements of the unborn throughout development. Compare these measurements with the size references included with the abortion photos to show that the captions are accurate.

Approach #2: Ask for an Accurate Picture of an Abortion

“If you are sure these pictures aren’t accurate, then you must have a real picture of abortion by which you are judging these. May I see it?”

Approach #3: Reference Medical Affidavits for the Photos

The Center for Bioethical Reform houses the largest library of aborted baby pictures in the United States. The graphic photos on the Justice For All and Genocide Awareness Project exhibits come from this library. CBR warns that it is prepared “to take legal action against pro-abortion defendants who falsely accuse CBR of fraudulently altering pictures of aborted embryos and fetuses.” CBR also cites a doctor’s certification of accuracy for each of the photos (www.abortionno.org/About_Us/lawsuits/authenticity.html).

See www.abortionNO.org for more information. (WARNING: this website shows extremely graphic video of abortion-in-progress on its *home* page. Viewer discretion advised!)

“These Pictures Are Misleading!” – Part 2 (Too Big)

Does the size of the photos make abortion look worse than it is?

Stephen Wagner

Objection: Magnification

“These pictures are inaccurate because they’re so big. Abortion doesn’t look so graphic in real life. Magnifying fetus pictures makes abortion look worse than it is.”

Response:

I once saw a video* that showed the contents of the tray after an early abortion. It looked like a bloody soup with white globules in it. It certainly didn’t look like our abortion photos and it didn’t look much more graphic than a woman’s normal menstrual flow. Why? Because we were not shown a close-up of the tissue. This is why we show abortion photos in an enlarged size: it helps us to see what abortion actually does to the unborn.

So although this objection (to our enlargements of the images) is understandable, it is misguided. Five responses help the objector see this:

- Microfilm: Would you agree that a microfilm image of a newspaper article also looks like nothing significant when you view it with the naked eye, but that when you view it with the appropriate magnification, you see more accurately what is actually there? (similar example: the icon that represents a whole book on computer disc looks like nothing until you view it with the appropriate tool)
- DNA Evidence: Think about a murder investigation in which hair is taken from the coat of a suspect and examined under a microscope to see if it is similar to the hair taken from the crime scene. Wouldn’t you agree that we cannot tell anything significant about the hair specimens unless we magnify their cells many times and view the DNA code in each? How else can we be sure to understand what the evidence of the hair shows us? Similarly, doesn’t it seem helpful, at least in some cases, to see what abortion actually looks like up close?
- Hidden Injustice Is Still Injustice: Wouldn’t you agree that if an injustice is too small to see it doesn’t remove the injustice? Certainly some injustices are also out of our immediate field of vision – they are hidden (see www.hrw.org for some recent human rights abuses that we don’t see from our American vantage point). Does this change the fact that injustice is being done?
- Intellectual Honesty: You’re 15 feet away from those photos. Would you be able to see the detail of what is actually there if I made those photos actual size? Not unless you were right up close. But of course, then not everyone would have equal access to this exhibit. And we could be criticized for not showing the whole story with abortion because we made the pictures so small that people could not evaluate the evidence. So, isn’t it just simple intellectual honesty that demands that these pictures be enlarged for public viewing?
- Not Worse, More Accurate: Wouldn’t you agree that showing these photos enlarged actually helps us see how bad abortion is? Why not trust our visual senses in this case when they tell us we are looking at the horrific killing of an innocent human being?

* See <http://www.pbs.org/wgbh/pages/frontline/twenty/watch/abortion.html>, Ch. 3, Time Markings 5:34 and 6:01.

“These Pictures Are Misleading!” – Part 3 (Not the Whole Story)

Are we misleading our viewers if we only show abortion photos?

Stephen Wagner

Objection: Unwanted Children

“You’re not showing the whole story. Where are the pictures of starving babies and distressed mothers, and foster children who won’t be adopted?”

Responses:

- **Clarify:** *How would those pictures help to justify abortion?*
- **Clarify:** *I don’t mind at all if you show those pictures. I agree with you that it is unjust to abuse women and children. But don’t most people agree that we should do our best to care for all born people? If people already care about born people, how would pictures of them help?*
- **Offer a Challenge:** *Are you saying that unless I show pictures of every injustice, I can’t show pictures of any injustice? Are you willing to criticize Holocaust historians for the same reason?*
- **Offer a Challenge:** *It sounds like you’re saying that unless we are allowed to kill our children we will be forced to abuse them? Is that your view?*

Objection: Illegal Abortion

“You’re not showing the whole story. Where are the pictures of the women who aborted their own children with coat hangers and bled to death in the back alleys?”

Responses:

- **Ask for relevance:** Why is it essential that I show those pictures?
- **Show concern:** I am saddened as you are by instances where women have hurt themselves and their unborn child. Did you know someone who did this?
- **Clarify the issue:** How would those pictures help to justify abortion?
- **Clarify the difference between the killings:** Are you saying that there is no difference between a woman who kills herself and her child and the child who was killed? We certainly agree that many women who did this were in very dire and difficult circumstances and that the end was tragic. We may disagree about whether the woman was innocent, but can’t we at least agree that the child was innocent?
- **Compare with other suicides:** Imagine that a person commits suicide by pouring gasoline around his home and setting it on fire. This would be tragic, to say the least. But now imagine that he did it out of desperation because he and his wife had a frustrating relationship. Now, imagine that both bodies were found in the rubble completely charred and horrifically disfigured. If I were distraught about the injustice done to the woman and decided to show the photo of her body to the press and the public, would you oppose my action because I did not show the charred body of the husband? How does the way his body looks change the nature of the crime done toward her? In a similar way, how does the picture of the woman who died aborting her baby help us understand whether it was morally right for her to abort that baby?

Activity 10: Free Speech Board [JFA Exhibit Outreach]

A Blog Comment Board Minus the Computers

Collaborators: Matthew McKinley, Stephen Wagner

ANALYZE

The Free Speech Board is one of our most adventurous dialogue tools. It's also one of the easiest. Take an Internet chat room or blog or Facebook wall. Subtract the computer. Add face-to-face contact and physical pens and paper. Voila. You have a JFA Free Speech Board.

When we set the Free Speech Board up in the morning it's a blank piece of paper. Throughout the day, students will write questions or statements. Others will stand by and read. It's our goal that our volunteers engage every person who shows interest in the Free Speech Board and give them an opportunity for dialogue.



Two Opportunities for Dialogue

- Ask a person writing a comment for clarification
- Ask an onlooker which comment is most interesting to him (or ask him about a specific comment)

Benefits and Challenges

- Benefit #1: Before you engage in dialogue, you know something about his/her view. Ask a question that's relevant to what he wrote. Because he's written his view in some detail, the Board really helps me to know which direction to head with the conversation.
- Challenge #1: Many times the person is writing about things I know nothing about. Here's what I do in these situations. I go into fact-finding mode and aim to exchange email addresses. That way, the pressure's off and I can just focus on listening and asking questions. Then I can continue the conversation after I've had some time to think and study.
- Challenge #2: The person is passionate enough to write on the board (some are angry, some are gentle; you won't know until you ask). Some people will even write angry remarks or write them furiously so you know they're upset. It may surprise you, but many of those students WANT someone to engage them and ask them about what they wrote. [Suggestion: Three Essential Skills]

Step #1: Break the Ice in a Natural Way

- [To a Writer] "I'm a volunteer here and I saw what you wrote. May I ask you a question?"
- [To a Writer] "I'm helping with this exhibit; do you have time for me to ask you a question about what you wrote?"
- [To an Onlooker] "I'm a volunteer here today and I'm wondering, 'Which comment do you find the most interesting?'"
- [To an Onlooker] "Have you weighed in on this yet?"

Step #2: Ask a Clarification Question

Think of the Three Essential Skills. Ask a “What” or “Why” question. Gather information or ask for evidence. Or, ask a question that seeks to build common ground.

Make sure your question relates to the specific comment the person has written on the board. If you are knowledgeable of the abortion debate, you’ll probably be tempted to ask a challenging question that really obliterates the person’s viewpoint. If you don’t have much experience in dialogue on abortion, you’ll probably be tempted to ask a question that’s not very engaging at all (“Can you tell me more about your comment?”).

You might simply ask, “I noticed what you wrote and I’m curious, how did you come to believe that?”

IMPROVISE

The purpose of the role-playing exercise is to start the conversation by introducing yourself and then asking a clarification question. One of you will pick a comment (pro-life or pro-choice), read it out loud to your partner as if you were writing it, and your partner will engage you. Talk for about 30 seconds and then freeze the conversation.

Volunteer: [After partner acts like she’s writing one of the comments on the Free Speech Board]

Hello, I’m volunteering here today and I saw what you wrote on the Free Speech Board. May I ask you a question?

Writer: Sure.

Volunteer: [Ask a question that seeks clarification: *What, Why, or Common Ground*]

Writer: ???

JFA Exhibit Outreach: Other Dialogue Tools

Open Mic, Protests

Open Mic & Crowds

- Benefit: People are already interested in what is happening.
- Challenge: Be sensitive to whether the person wants to talk or listen/watch the spectacle.
- Suggestion #1: If a crowd forms, use it as an opportunity for dialogue. Ask the person next to you, “What do you think?”
- Suggestion #2: When the mic is turned off, you have about ten seconds to ask someone nearby, “What do you think?” If you miss the window, many people will move on without anyone having engaged them.

Protests

- Protesters come out to the JFA Exhibit to share their opinion on signs, but you can’t really know what they think until you ask! Protesters are human beings with the same fears and needs you have. Treat them like anybody else, and many times they’ll be willing to engage in dialogue. You might even become friends!
- A good example of what to do with protests came from the 2008 CSU Exhibit. Protesters “secretly” passed around an invitation to “sit-in” to obstruct the set-up of the Exhibit one morning at 7 AM. Instead of showing up and immediately ordering the protesters removed (which the pro-life student club and JFA rightfully could have done), JFA Executive Director David Lee and pro-life students sat down and joined the protesters. He listened to their concerns and engaged in dialogue with them for about an hour. Set-up was delayed, but the purpose of the Exhibit was fulfilled! The protesters continued their “sit-in” in another location throughout the day, and they even invited JFA staff to come and talk to them again!

Activity 11: The Poll Table [JFA Exhibit Outreach]

A Better Survey Experience: People Get to Explain What They Really Think!

Collaborators: Maureen McKinley, Stephen Wagner

ANALYZE

The first day we're on campus, we ask students, ***"Should Abortion Remain Legal?"*** Even though many people fall somewhere in between a YES or NO answer, this question compels many to sign one side or the other. Once they do we can ask a question to find out more about what they think and help lead us back to the question of what the unborn is. So the poll table gets people to stop to do something they want to do: give their opinions. It's makes starting a conversation a little easier.

"Where Should I Stand?"

To use this tool, you want to position yourself nearby in a way that will allow people to feel comfortable signing but will also allow you to introduce yourself once they've finished signing. After you start a conversation, try to move your conversation to the side so others can sign the poll. You might say, "Let's step over here so we're not blocking other people's opportunity." Before, during, and after conversations, be careful not to block any of the signs. People will be more likely to sign the poll if they can read it!



Best Follow-Up Question – "Yes" Side

If someone signs the YES side, a good follow-up question to ask is,

"Do you think abortion should remain legal through all nine months?"

This question helps find common ground immediately because most people are opposed to late term abortion. It's also helpful in immediately getting back to talking about the unborn child. We'll demonstrate how this would happen on campus.

IMITATE: "YES" SIDE

Volunteer: [After watching "poll signer" sign the YES side] Hello, I noticed you signed the YES side to the poll table. I'm volunteering here today and I was wondering, do you think abortion should remain legal throughout all nine months of pregnancy?

Poll Signer: Uh, oh no. I'm against late-term abortion. I just think that early in the pregnancy, while its still just cells, she should have a choice.

Volunteer: (using JFA Exhibit Brochure) So up until what point do you think abortion should be legal?

Poll Signer: Umm...I'd say somewhere between the 7-week picture and that 18-week picture.

Volunteer: Oh, okay. So why do you think that?

Poll Signer: Well, it's just not that developed in those stages....

[Continue the conversation using the ideas from Activities 3 (Biology) and 4 (Equal Rights Argument).]

Notes about the “Yes” Side

The poll question made it easy to start this conversation in terms of getting a person interested and stopping her. It’s also easy because you know what topic you’re going to start with, you know a bit about what the person thinks, and you just have to remember one question for each side in order to start a dialogue.

But it takes courage to step out and introduce yourself, especially when the person disagrees with you (at least somewhat). Sometimes he or she is also moving quickly, so you have to introduce yourself quickly too. I suggest just practicing getting the words out of your mouth. The conversation will be amazing once you start it.

Best Follow-Up Question – “No” Side

If a person signs the NO side, saying that she thinks abortion should be illegal, do we want to talk to her? Of course! Ask the following question to get the dialogue started:

“Why do you think abortion should be illegal?”

We want to help her clarify what her view is and then give her reasons for the pro-life view that she can share with others. Make sure she knows about the on-campus pro-life club and encourage her to fill out a **response card** to get connected with JFA and the club. Then, we want to encourage her to do something specific to protect the unborn, namely, **share the brochure** with a friend. You can give her a tour of the Exhibit using the Brochure (see “2-Minute Outreach”) as a model.

Some Questions to Get Pro-Life Advocates Thinking (“No” Side)

- I’m curious...would you share your view on abortion in a discussion with classmates if you had opportunity?
- If you were asked why you’re pro-life, how would you explain your views to them?
- I’m curious...what are you doing to stop abortion in this community?
- Have you wanted to do something, but just don’t know what to do?
- Have you considered joining the pro-life club?

IMITATE: “NO” SIDE

Volunteer: [After watching “poll signer” sign the no side] Hi there! I noticed you signed the NO side of the poll table. I’m a volunteer with the Exhibit and I was wondering, “Why do you think abortion should be illegal?”

Poll Signer: Well, I’m a Christian and I just think that abortion is killing a baby. So it should be illegal.

Volunteer: I agree that abortion kills a baby and it should be illegal. What do you think that we should be doing about it?

Poll Signer: I don’t really know, I think what you guys are doing here is great.

Volunteer: Thanks. You could do the same thing really easily. We have copies of the Exhibit in brochure form that we give away to students like you who want to share this information with their friends. May I show you how you can easily give someone else an explanation of the Exhibit?

IMPROVISE

Without referencing the Imitate scripts above, approach a person (your partner) signing either side of the poll. Begin by breaking the ice and then ask a question to get the dialogue started. Let the dialogue run a few exchanges back and forth. Then freeze the action, debrief, and switch roles so both people get to practice.

Activity 12: JFA Exhibit Survey [JFA Exhibit Outreach]

For Use with the Large JFA Exhibit

ANALYZE

- **Ask anyone.** Don't discriminate. If you have a choice, though, ask people who are "just hanging out" or studying. It's like sales, expect people to say "No." You're that much closer to a "Yes." JFA Volunteer, Matt Ohm, said, "If I get rejected, I say, 'There are 30,000 other people on this campus. I'll just go and see if one of them will take the survey.'"
- **Supplies:** clipboard with surveys, pen, map with highlighted area(s), 10-20 brochures.
- **Go in pairs.** (Generally, at least one girl.) One person holds clipboard and writes; the other asks the questions (have a copy of the survey in hand). Mark down the place you gave the survey.
- **Create dialogue:** Why do we ask the last question, "What do you think about late-term abortion?" (It's an easy opportunity to create dialogue with common ground. Most will be against it, and you can ask "Why?")

IMITATE

Practice giving the following survey to your partner. Don't forget to end the survey by saying, "This concludes the formal part of the survey, but I'm interesting in talking more about this. May I ask you another question off the record?" Then ask for further clarification for his or her view on late-term abortion ("Why are you against it?").

Intro: *Hi, we're doing a survey about the abortion exhibit at _____.*
Would you mind taking a few minutes to participate?

1. Do you know about the abortion exhibit?

Yes

Which of these describe how you know about it? (one or more)

Saw it.

Friend

Newspaper

Brochure

Class

Other _____

No

We have a copy of it here, would you be willing to take a moment to look at it and answer a few survey questions?

Yes.

(Go to next question)

No. (Are you interested in having a copy of the exhibit?)

2. In a sentence, state the message of the exhibit.

3. Which best describes your view on abortion after seeing this exhibit?

More in favor

Less in favor

No change

4. Speaking about legalized abortion, which of the following best describes your position?

strongly opposed

moderately opposed

undecided

moderately in favor

strongly in favor

5. How do you feel about late-term abortion?

6. Are you interested in finding out more about the JFA Club?

Name: _____ Email: _____

If asked, "Why are you taking this survey?" or "For whom are you taking this survey?"... "It's being done on behalf of the _____ student club as a way to get feedback from students on the project."

Guidelines for JFA Volunteers

Essentials for Volunteers at the JFA Outreach (the Feet Work Portion of the ADD Training)

What Qualifies a Volunteer to Represent JFA?

Volunteers must have personally participated in the JFA *Abortion: From Debate to Dialogue (ADD)* training seminar, read the *ADD Interactive Guide*, and completed a JFA Volunteer Agreement. In short, volunteers must agree to follow JFA's approach and work hard to have the three qualities of a good ambassador: an accurately informed mind (knowledge), an artful method (wisdom), and an attractive manner (character). This will help keep the conversation on a productive track.

What Should I Do When I Arrive at the Outreach?

Go to the Volunteer Information Table (large events) or find your JFA Mentor (smaller events). Spend about an hour alongside your mentor to get a feel for JFA's approach and dialogue tools. The knowledge you've gained (from the *Abortion: From Debate to Dialogue* seminar or elsewhere) is not the only important preparation for the exhibit. Watching those who are skilled and listening to them put their knowledge in practice is the quickest way to learn these skills yourself. Spending time with seasoned JFA mentors will not only be fun, it will also minimize your own frustration, mistakes, and fear.

Inside and Outside the Free Speech Rail (Applies to the Large Exhibit Outreach Only)

Inside the Free Speech Rail is reserved for qualified staff and select volunteers. If you are outside the free speech rail, you are in perhaps the best place for conversations! It is a less confrontational environment in which you can seek people out (you don't have to wait for them to come to you). You also have the freedom to roam near the free speech board or near the poll.

What Do I Do if Someone Asks to Interview Me?

Say, "Let me introduce you to the spokesperson from the national Justice For All organization." At the large exhibit outreach, walk the person to the Volunteer Information Table. The JFA Staff member at the table will take it from there. At a smaller JFA outreach, any JFA staff member can help you.

Sunscreen, Water, Lunch

You are responsible for your basic needs at the outreach, including food, water, and sunscreen. If you have an urgent need, however, please talk to your mentor. We'll try to help if we can.

What if I See Something Suspicious?

Find a JFA staff person. He or she will use a two-way radio to notify the JFA staff person in charge of safety on site.

Is JFA a Political Organization?

JFA is an educational organization that creates dialogue about abortion and the unborn. JFA is not a lobbying or political organization and does not endorse political candidates.

Don't Surround Them!

Always be aware of multiple pro-lifers surrounding one pro-choice student. Don't do this! Sometimes the most helpful thing you can do is allow someone else to have a conversation even if she doesn't say things the way you would. As a servant to the King, always think about what will make the conversation most productive. This may mean you humbly remove yourself. Strike up a different conversation. Is it okay to join a crowd? Absolutely. This is important to Exhibit dynamics. Feel free to listen in on a conversation. Just be aware when one pro-choice student is surrounded by many pro-lifers.

Productive Conversation

We strive always to keep conversations on a productive track. Harsh statements, though they may contain kernels of truth, can distract your audience from the important issue at hand (What is the unborn? What is abortion? Can we know what's right? Where did humans come from?) and hurt the dialogue.

Please refrain from proclamations like, "You're going to hell or "You're murderers" or any similar focus on the person. Instead, focus on the argument by asking for more clarification (what did you mean by...?) or by asking for evidence (why do you believe...?).

Do all you can to protect and affirm a person in conversation, but don't be afraid to expose his or her bad ideas for what they are. Should you be honest? Yes. But just as importantly, you need to be wise. If someone asks you directly for a rejection ("What? You think I'm a murderer, don't you?"), take care that you don't assume you know what the person means. Carefully refocus on the argument ("What do you mean by murder?") instead of feeling trapped by the question. Remember: our goal is to stimulate discussion and we should be very hesitant to make hasty statements that shut off dialogue.

Copies of the Exhibit

Museum-quality copies of the exhibit are available (they cost us about \$.50 each). Keep 2-3 exhibit brochures with you and after a conversation, offer a copy of the exhibit.

Response Cards

You can ask anyone viewing the JFA Exhibit or Brochure to fill out the tear-off response card (last page of the brochure). You can do this before, during, or after a conversation.

JFA Intern Lauren Harrast (2009) found that inviting feedback in this way gave many people the opportunity to share thoughts and feelings that led in turn to a more productive conversation. See Lauren's blog (www.laurenjfa.blogspot.com) for examples of conversations (including pictures of actual response cards) she had with people using the response card.

What If I Talk to a Student Who Has Had an Abortion or Considering Abortion?

The most important thing is to listen to the student and show concern. Then introduce the student to a JFA staff member or to an on-site crisis pregnancy counselor. If a pregnancy resource center is visible on campus, introduce the student to a counselor from the center.

You can also use the Exhibit Brochure, Page 20. You can highlight Choices Medical Clinic's phone number: 888-922-1010. (This number only works outside the 316 area code. In the 316 area code, please dial: 316-687-2792). Also, see the pregnancy help center information on the Volunteer Information Packet for the outreach in your area.

Extending the Outreach

If your conversation with a student is interrupted or cut short, or if you are stumped, or if he/she must go to class, offer your email address to continue the conversation and ask for his or her email address also. If you don't get his/her email address, you will probably never hear from him/her again.

You can also make an appointment to meet later in the day or week. Make sure he/she knows your name (and you should know his/hers). Have him or her come find you at the Exhibit or meet at an agreed-upon location -- coffee shop in the student union, etc.

Take Pictures

You obviously can't take a picture of people you are talking to, but if you see a friend in a good conversation, take his or her picture (get as close as possible without intruding).

Volunteer Agreement

Justice For All

All volunteers representing Justice For All (“JFA”) at a JFA Exhibit Event (“an Exhibit”) are required to confirm in writing that they will abide by the terms of this Volunteer Agreement. If anyone refuses to or does not sign this agreement, that person will not be allowed to represent JFA at an Exhibit as a volunteer.

Rules of Engagement at an Exhibit. The volunteer agrees to abide by the following Rules of Engagement:

1. I will never pressure anyone to look at the exhibit.
2. I may offer approved literature to passers-by but will never push it on them.
3. I will always treat people with respect, even if they are angry and/or verbally abusive. I will not shout at people.
4. I will never trespass on private property or disrupt any event at which an Exhibit takes place.
5. If passers-by threaten JFA property, I will call for law enforcement officers. I will not attempt to physically stop anyone who makes such a threat or attempts to carry it out.
6. If passers-by threaten JFA staff, volunteers (including myself), or others, I will call for law enforcement officers. I will make reasonable efforts to remove others and myself from the presence of those making threats, but if I am unable to do that, I understand that I am allowed to take lawful steps to protect others and myself from injury.
7. I condemn abortion-related violence in all forms.

Reflection on Exhibit Experience. Within 2 weeks after attending a JFA Exhibit, I will give JFA a short (1-2 pages) typed reflection on my experience at the Exhibit, including my interaction with students and the impact the Exhibit had on me personally. JFA may share some or all of my written reflection with others. If I do not wish to be quoted by name, I will write “Please do not quote me by name” at the top of my reflection.

Use of Photographs. I permit the use by JFA of any video, photos, slides, films, or sketches of me taken while volunteering at an Exhibit for publicity, advertising, promotion or other non-commercial purpose.

I HAVE READ THE ABOVE VOLUNTEER AGREEMENT, INCLUDING THE WAIVER AND HOLD HARMLESS PROVISION ON THE REVERSE SIDE, and by signing it agree to abide by its terms. It is my intention to exempt and relieve the organization from liability for personal injury, property damage, or wrongful death caused by negligence or any other cause.

_____ Signature	_____ Name (printed)	_____ Date
_____ Street Address	_____ City	_____ State & Zip
_____ School	_____ Email	_____ Telephone

In Case of Emergency Please Call:

_____ Name	_____ Telephone	_____ Relationship
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WAIVER AND HOLD HARMLESS PROVISION:

I hereby request acceptance to participate as a JFA volunteer at an Exhibit at:

_____, _____
Campus Name Month/Day(s)/Year

In consideration of my voluntary participation in the Exhibit(s), I hereby waive all claims of action against Justice For All, Inc. and its officers, directors, employees, and agents, all of which are collectively in this waiver and hold harmless provision referred to as “the Organization”, arising out of my voluntary participation in the Exhibit and hereby release, hold harmless, and discharge the Organization from all liability in connection therewith.

Knowing, understanding, and fully appreciating all possible risk, I hereby expressly, voluntarily, and willingly assume all risk and dangers associated with my participation in the exhibit. These risks could result in damage to property, personal and/or bodily injury or death.

I agree to use my personal medical insurance as the primary medical coverage payment if accident or injury occurs.

I have read this waiver and release and understand the terms used in it and their legal significance. This waiver and release is freely and voluntarily given with the understanding that right to legal recourse against the Organization is knowingly given up in return for allowing my participation in the Exhibit.

My signature on this document is intended to bind not only myself but also my successors, heirs, representatives, administrators, and assigns.

JFA Outreach (Feet Work) Reflection Assignment

Assignment

Write a short (3-10 paragraphs), thoughtful reflection of your experience with the Justice For All Exhibit outreach. Unless your handwriting is extremely legible, we ask that you type your reflection. Your attention to good grammar and clarity will be greatly appreciated! Turn in your reflection to the administrator of your school program, or send it to Reflection@JFAweb.org.

Why Write a Reflection?

1. It's a way to further your learning. As you write, you'll process your successes and shortcomings. You can give thanks to God and pray for your next encounter.
2. You can use your reflection to impact others long after the outreach. You can share it with your prayer team, your church, and others who might be encouraged by it or learn from your experience. You can use it as a springboard to having a conversation about abortion.
3. JFA may use your reflection to edify others and promote the work of Justice For All. If you do **not** want to be quoted by name, write **"Please do not quote me by name"** at the top of your reflection. *We will absolutely honor your request.*
4. JFA will use your reflection internally to improve future seminars and outreaches. We value your ideas and constructive criticisms!

What Should I Write About? (Use the Following Questions as Guidelines.)

1. What were your thoughts before the outreach?
2. Describe the outreach from your perspective. About which aspect are you most enthused?
3. Were there any experiences and/or conversations during the outreach that were particularly noteworthy? Were you able to exchange contact information with anyone so you can continue the conversation?
4. Reflect on how the outreach experience changed or affected you.
5. What was particularly valuable about the pre-outreach training seminar? How could it be improved? What were your thoughts before and after the seminar?
6. If your outreach experience included an overnight stay, was there any aspect of housing, food, or transportation that could be improved?
7. Think of three people you know who would benefit from a dialogue with you about abortion. First, name the person in your life with whom it would be most difficult to have a conversation about abortion. Second, name the person with whom it would be moderately difficult. Finally, name the person that would be easy to talk to. Do you plan to at least talk to the person in the "easy" category, using the exhibit brochure?
8. If you could choose, would you participate in such an outreach again? Why or why not?

Tips for Preparing to Write Your Reflection

At the outreach, keep a pen and paper handy at all times for writing journal notes (helpful for writing your reflection later) or for giving someone your contact information.

- Note important moments of each significant conversation (some write quick notes and some script the conversation – both have benefits).
- Note how the student changed
- Reflect briefly: How can you do better in the next interaction? Are there better questions that will further conversation? Did you listen? Did the person hear Christ's perspective? (See "Scribe-Evaluate-Brainstorm-Pray" for a step-by-step guide.)

Praying for the Outreach (Feet Work)

Depending on God as Faithful Ambassadors

Why Pray?

As ambassadors for Christ, we must rely on His Holy Spirit for power, opportunity, effectiveness, and especially results. We do our best by His power and trust Him to work in people's hearts. Whether you are frightened or eager or excited or nervous, turn to God in prayer (Luke 18:1; I Thessalonians 5:18).

A Plan for Prayer

Ask ten close friends or family members to pray regularly before, during, and after your work at the exhibit. (Decide now whom you will email later today). Make sure to include your pastor(s), church/small group/school prayer network, friends, and family. Think also about people you connect with via text message, Facebook, and/or Twitter.

Name	Email Address
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Sample Prayer Requests

- **Weather (for outdoor outreach events):** Winds can make exhibit set up more difficult; mellow warm weather helps people stay longer at the exhibit
- **Boldness:** To create conversations; to listen to understand; to ask tough questions
- **Lives Saved:** Saving babies at risk to abortion is one of our primary goals
- **Opportunities:** To share the gospel, to bring healing to those who have had abortions, and to extend contact past the exhibit

Notes

- Email prayer partners before, during, and after campus outreach events
- Meet with others to pray the night before your outreach event.

Place: _____ Date: _____ Time: _____

Scripture for Reflection Before Outreach Events

All References: New American Standard Bible (Lockman Foundation: La Habra, CA 1995)

I Pet. 3:13-17

Who is there to harm you if you prove zealous for what is good? But even if you should suffer for the sake of righteousness, you are blessed. and do not fear their intimidation, and do not be troubled, but sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence; and keep a good conscience so that in the thing in which you are slandered, those who revile your good behavior in Christ will be put to shame. For it is better, if God should will it so, that you suffer for doing what is right rather than for doing what is wrong.

II Cor. 5:17-21

Therefore if anyone is in Christ, he is a new creature; the old things passed away; behold, new things have come. Now all these things are from God, who reconciled us to Himself through Christ and gave us the ministry of reconciliation, namely, that God was in Christ reconciling the world to Himself, not counting their trespasses against them, and He has committed to us the word of reconciliation. Therefore, we are ambassadors for Christ, as though God were making an appeal through us; we beg you on behalf of Christ, be reconciled to God. He made Him who knew no sin to be sin on our behalf, so that we might become the righteousness of God in Him.

II Cor. 10:3-5

For though we walk in the flesh, we do not war according to the flesh, for the weapons of our warfare are not of the flesh, but divinely powerful for the destruction of fortresses. We are destroying speculations and every lofty thing raised up against the knowledge of God, and we are taking every thought captive to the obedience of Christ, and we are ready to punish all disobedience, whenever your obedience is complete. [Editor's Note: This passage says to destroy speculations, or *arguments*, not *people*.]

I Thess. 2:1-12

For you yourselves know, brethren, that our coming to you was not in vain, but after we had already suffered and been mistreated in Philippi, as you know, we had the boldness in our God to speak to you the gospel of God amid much opposition. For our exhortation does not come from error or impurity or by way of deceit; but just as we have been approved by God to be entrusted with the gospel, so we speak, not as pleasing men, but God who examines our hearts. For we never came with flattering speech, as you know, nor with a pretext for greed--God is witness--nor did we seek glory from men, either from you or from others, even though as apostles of Christ we might have asserted our authority. But we proved to be gentle among you, as a nursing mother tenderly cares for her own children. Having so fond an affection for you, we were well-pleased to impart to you not only the gospel of God but also our own lives, because you had become very dear to us. For you recall, brethren, our labor and hardship, how working night and day so as not to be a burden to any of you, we proclaimed to you the gospel of God. You are witnesses, and so is God, how devoutly and uprightly and blamelessly we behaved toward you believers; just as you know how we were exhorting and encouraging and imploring each one of you as a father would his own children, so that you would walk in a manner worthy of the God who calls you into His own kingdom and glory.

JFA Outreach and Conversation Tips

Joining A Conversation-In-Progress

When joining a conversation, listen carefully for awhile so that you will not compromise the work that is already being done there.

With other volunteers, be careful not to hijack a conversation where the person has worked hard to move in a certain direction. Only jump in if there seems to be a lull or an impasse with which you can help.

Your JFA Mentor is generally eager to bring you into the conversation and many times your JFA Mentor is happy to let you do the talking (and listening!). If you're listening to his or her conversation and want to join the dialogue, just ask if it's okay with both parties.

What if I Am Getting Nowhere in this Conversation?

Don't get discouraged or lose hope. Many times you cannot know what impact you are making. Your job is to be faithful to the message and pray that God brings results. There may be times when the conversation seems entirely unproductive (when the person is not listening, when you have gone around in circles).

It is entirely appropriate sometimes to graciously exit the conversation by saying, "I appreciate our conversation, but I need to talk to some other people. Is there one last question I can answer?" and you might add, "Here's my email address in case you'd like to continue the conversation..." (ask for his/her email address too if you want to follow up).

Who Are We Here to Talk To?

When you're at the outreach, try to keep focused on the task at hand: learning to dialogue with students on campus. Try to limit your conversation with staff and volunteers to topics that will advance this goal for everyone. Chatting about other topics is important to us, too. We want to get to know you! Let's find a time to do that when student interactions will not be lost. The students are less likely to approach the dialogue tools or be willing to talk to us if a group of us are standing together. Remember, the purpose of the outreach is to meet the needs of students on campus. Let's focus on creating dialogue with them.

Copies of the Exhibit

When offering the exhibit, we don't say "Would you like some literature?" This cheapens what can be the most important artifact people take from the exhibit experience. Instead we say, "We have copies of the exhibit available." This directs their attention to the Exhibit as the centerpiece and treats the brochure as what it is, a museum-quality artifact.

Dress at the Outreach

Dress for the exhibit in a way that doesn't call attention to you, but encourages students to see you as a reasonable, normal human being. Overt statements on T-shirts that trumpet your beliefs (e.g. Bible verses, references to Jesus, pictures of aborted fetuses, statements about abortion) may compromise your opportunities for constructive conversation unnecessarily.

The JFA exhibit is offensive in itself and it doesn't need help. Think strategically: If I wear this, will it help students to have serious, level-headed discussions with me, or will it give them a first impression that encourages them to think of stereotypes like "right-wing religious extremist" or "conservative fundamentalist whacko?" In general, we want to create as few obstacles to meaningful dialogue as possible.

ADD SEMINAR: SEAT WORK

BEFORE YOU LEAVE THE SEMINAR

- Complete the **JFA Response Card**. Be sure to place your mentor's name in the top-right corner.
- Read and sign the **Volunteer Agreement** (pp.54-55)
- Give a suggested donation to receive Wagner's *Common Ground Without Compromise* (\$12/1, \$20/2).
- Connect with your JFA Mentor: Ask questions, ask for prayer, share your response.

THE JUSTICE FOR ALL EXHIBIT OUTREACH: FEET WORK

PLAN TO PARTICIPATE

- Where and When*: See the **JFA Outreach Information** document.
- I told my mentor I plan to come to the JFA Outreach at the following time(s):
 - Day(s) and Time(s): _____
- I signed up to help with set-up at _____ AM on _____
- I signed up to help with take-down at _____ PM on _____

PREPARE

- Email ten people**, asking them to pray for you (p. 57)
- Read the **Volunteer Guidelines** (pp. 54-55).
- Read the remainder of *Abortion: From Debate to Dialogue – The Interactive Guide*
- Review the two-sided handout, *What Are the Facts? Frequently Asked at Justice For All Events*.

AT THE OUTREACH

- See the table labeled “JUSTICE FOR ALL INFORMATION” when you arrive. A JFA mentor will help you make the most of the JFA Outreach!

AFTER THE OUTREACH

- IMPORTANT**: Write a short reflection on the outreach experience. Send it to Reflection@jfaweb.org.
- Call or email your mentor to plan your next outreach (Training Phase 3: “Repeat Work”). Contact MentorCoordinator@JFAweb.org if you don't know who your mentor is.

REACH YOUR WORLD AFTER THE OUTREACH: REPEAT WORK

See your mentor, *Chapter 5* of this guide, or www.repeatwork.blogspot.com for help planning your next step.

- Share Your Exhibit Outreach reflection with your...
 - Friends and/or family members.
 - Members of your small group and/or Sunday school group.
 - Whole congregation.
- Share Side 1 of the Justice For All Exhibit (Brochure, pp. 2-5) with a friend.
- Share Wagner's *Common Ground Without Compromise* with a friend (www.commongroundbook.com).