

## Activity 7-A: The Tour (Exhibit / Brochure)

*Give Someone an Explanation of the Exhibit or Exhibit Brochure to Start Dialogue*

### ANALYZE

1. You can give an explanation of the Justice For All Exhibit and Exhibit Brochure 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. Away from the exhibit, you can use the exhibit brochure anywhere. It's something you've learned about that you can share with another person and ask her to share her opinion.
5. Because you can warn the person about the graphic content of the brochure beforehand (the brochure includes a handy cover with a warning), you won't have to deal with the frustration some have with the public display of graphic photos.
6. The tour/explanation below is composed of two summary questions for each side of the exhibit (every four picture pages of the brochure). To move from explanation to dialogue, simply ask, "What do you think?" after any of the summary questions.
7. 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!



### 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 with the exhibit and I'm wondering, "Would it be helpful if I gave you an explanation of the exhibit?"

*(Break the Ice: Everyday Life)*

2. I recently learned about the Justice For All Exhibit, which is a tool used to create dialogue on abortion. It's pretty controversial, and I'm still thinking through what I believe about the exhibit and abortion. May I give you a quick explanation of the Justice For All Exhibit and get your opinion about it?

*(Side 1, Panels 1-2)*

3. (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
4. (Panels 1 and 2) Questions at the tops of the panels signal that this exhibit is trying to encourage dialogue and listening.
5. (Panel 2) The exhibit shows pictures of humans through all stages of development
6. So, with these two panels, the exhibit is asking, "**Is the unborn a human being?**"
7. [If using the brochure, before turning the page to Side 1, Panels 3-4, say, "The next two pages are graphic. Are you willing to view them?"]

*Abortion: From Debate to Dialogue Seminar Guide, v1.005 © 2010 Stephen Wagner ([Steve@JFAweb.org](mailto:Steve@JFAweb.org))*  
Produced by Justice For All. Please email [HelpJFA@JFAweb.org](mailto:HelpJFA@JFAweb.org) to help JFA by giving your time, treasure, or talent.

*(Side 1, Panels 3-4)*

8. 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.
9. 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!
10. This is how we treated 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)
11. So, the question we're asking is, **"Does being unwanted or wanted change the value of a human being?"**

*(Side 2, Panel 1)*

12. Let's move on to side 2. This is the most difficult side of the exhibit to look at. It's very graphic because it shows what abortion looks like. Still, we believe it's important for people to see 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.
13. So, if the unborn is a human being, this panel is asking, **"Does abortion kill a human being?"**

*(Side 2, Panels 2-3)*

14. 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?"**
15. 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.
16. 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)*

17. 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.
18. 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)*

19. Many people are offended by our use of graphic pictures.
20. 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."
21. 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)*

22. (option one) I'm curious: What do you think?
23. (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?"

## **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 unwanted or wanted 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 AND STARTING 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)

- I recently learned about the Justice For All Exhibit, which is a tool used to create dialogue on abortion. It’s pretty controversial, and I’m thinking through what I think of the exhibit and abortion. May I give you a quick explanation of the Justice For All Exhibit and get your opinion about it?

## **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!*  
*Click on [www.jfaweb.org/sharethebrochure](http://www.jfaweb.org/sharethebrochure) to tell JFA what happened!*