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Repeat Work
("Practice Makes
Perfect")



ABORTION: FROM DEBATE TO DIALOGUE *THE INTERACTIVE GUIDE*

Chapter 5

Repeat Work ("Practice Makes Perfect")

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. The present edition (version 2.5) was updated in August 2011.

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 join the JFA Training Certification program to learn to mentor others as they learn to create life-changing dialogue on abortion.

Acknowledgements

Please see Page 4 (Chapter 1) for an important note from Justice For All's Executive Director, David Lee, 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 event.request@jfaweb.org or call 316-683-6426, 800-281-6426.
- Questions on content? Email ADDhelp@jfaweb.org. A JFA Mentor will respond.
- Want more copies of this guide? Email ADDmaterials@jfaweb.org with your request.

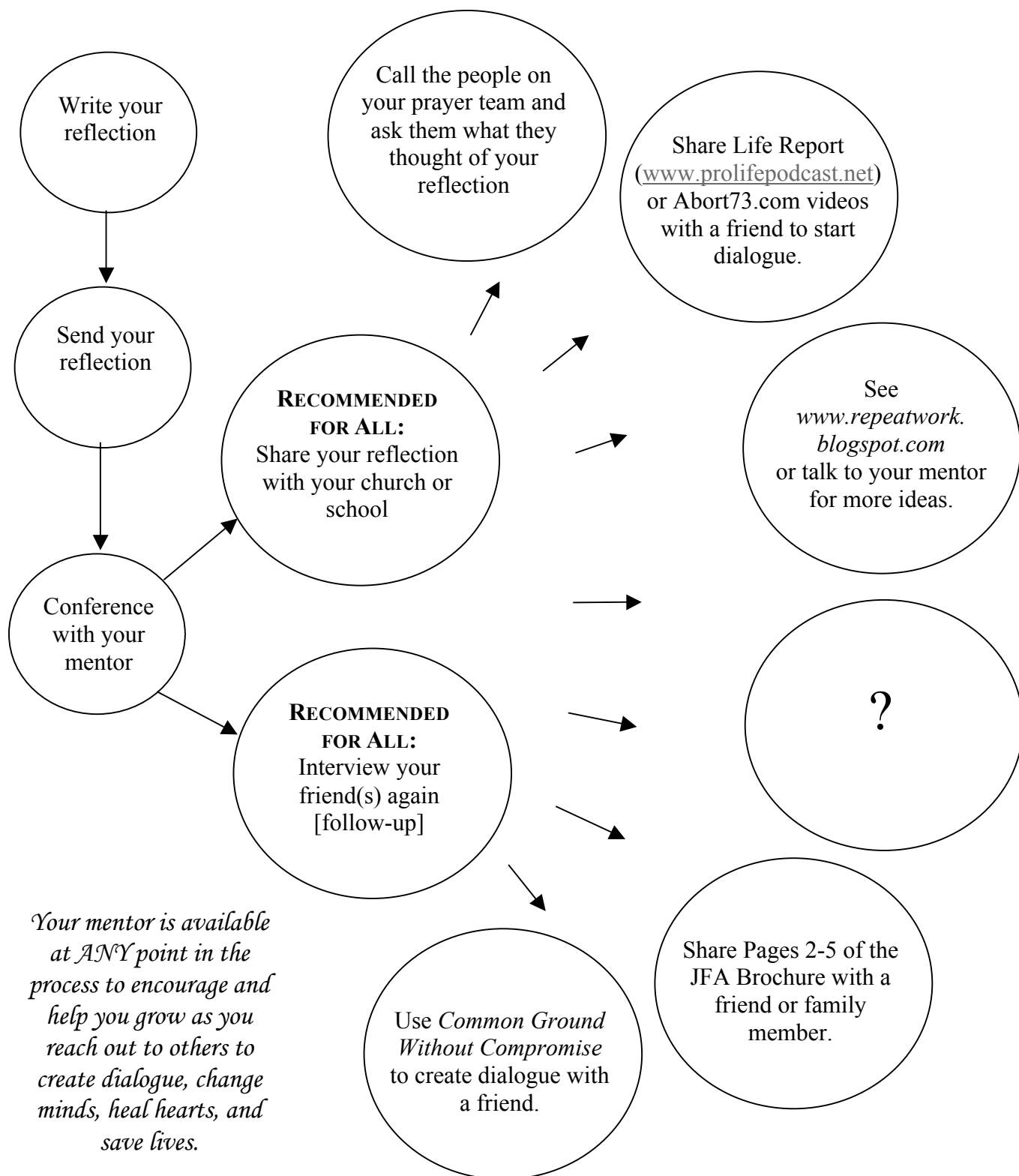
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Repeat Work

How to Create Dialogue that Changes Hearts and Saves Lives...In Your Own World

Note: After the JFA outreach (Feet Work), use this space to plan with your **mentor** how you will create dialogue on abortion in your everyday life.



Your mentor is available at ANY point in the process to encourage and help you grow as you reach out to others to create dialogue, change minds, heal hearts, and save lives.

Repeat Work Everyone Can Do

Using Your JFA Training in Your Everyday Life

Write and Send Your Reflection

Use “JFA Outreach (Feet Work) Reflection Assignment” as a guide for writing. Then, send your completed reflection to three people/lists:

- JFA (Reflection@JFAweb.org)
- Your mentor at JFA (for help, email MentorCoordinator@JFAweb.org)
- The list of people who agreed to pray for your training and outreach preparation

Share Your Reflection with Your Church Group

Email your JFA mentor for help putting your Reflection into a form that will work well as a presentation to a group.

Interview a Friend (Again)

If you interviewed a friend before attending the ADD seminar, go back to your friend(s) and ask a few more questions. This time, the purpose is not just listening (as with the first interview). The purpose here is to use the three essential skills (asking questions, listening, and finding common ground) to create productive dialogue on abortion. Start by restating what the person said during your first interview. Then ask a question that finds common ground to get the dialogue started.

Share the Brochure (Two-Minute Outreach)*

Brainstorm three people with whom you could share what you’ve learned through the JFA experience:

- With whom would it be most difficult for you to share the brochure? (feels impossible)
- With whom would it be somewhat difficult for you to share the brochure? (feels a little scary)
- With whom would it be easy for you to share the brochure? (feels comfortable)

Start by calling the person who is on your “easy” list and ask to meet and talk about what you learned in the ADD training experience.

*Other tools you can use to start the dialogue: *Common Ground Without Compromise* (by Stephen Wagner) and *Abortion: Inside the Choice* (by Trent Horn and produced by Arizona Right to Life)

Activity 7 (reprint): The Two-Minute Outreach (Exhibit Brochure)

Give an explanation of the JFA Exhibit Brochure to start dialogue.

ANALYZE

1. You can give an explanation of the Justice For All Exhibit using the Exhibit Brochure even if you aren't ready yet to create dialogue. It takes less than two minutes!
2. Like a museum tour, both people can look at the same information at the same time. Neither has privileged access.
3. 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.
4. 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.
5. 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.
6. After the tour/explanation (or after further conversation), 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, PART 1: JUST SIDE 1

Objective: While role-playing as a tour guide for Side One of the Exhibit (using the 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: Everyday Life

1. [Suggestion: Invite your friend to coffee and let him or her know up front that you have a specific purpose for meeting. See #2.]
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 thinking through what I think of the exhibit and abortion. May I give you a quick explanation of the Exhibit and get your opinion about it? It will take less than two minutes and then we can talk about it for as long as you'd like."

Pages 2-3 (Exhibit Side 1, Panels 1-2)

3. [Page 2] 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. [Page 2] Questions at the tops of the panels signal that his exhibit is trying to encourage dialogue and listening.
5. [Pages 2-3] 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. [Before turning to pages 4-5] "The next two pages are graphic. Are you willing to view them?"

Pages 4-5 (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 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 page 5 (Side 1, Panel 4)].
11. So, the question we're asking is, **“Does being wanted or unwanted change the value of a human being?”**

Move the Conversation Forward

12. [Option One] I'm curious: What do you think?
13. [Option Two] Let's go back to Side One, Panel Two (Page 3). You remember we asked the question, “Is the unborn a human being?” I'm curious, “What do you think?”

IMITATE, PART 2: WHOLE EXHIBIT (BROCHURE)

Objective: While role-playing as a tour guide for each side of the Exhibit (using the 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: Everyday Life

1. [Suggestion: Invite your friend to coffee and let him or her know up front that you have a specific purpose for meeting. See #2.]
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 thinking through what I think of the exhibit and abortion. May I give you a quick explanation of the Exhibit and get your opinion about it? It will take less than five minutes and then we can talk about it for as long as you'd like.”

Pages 2-3 (Exhibit Side 1, Panels 1-2)

3. [Page 2] 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. [Page 2] Questions at the tops of the panels signal that his exhibit is trying to encourage dialogue and listening.
5. [Pages 2-3] 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. [Before turning to pages 4-5] “The next two pages are graphic. Are you willing to view them?”

Pages 4-5 (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 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]
11. So, the question we're asking is, **“Does being wanted or unwanted change the value of a human being?”**

Page 8 (Side 2, Panel 1)

12. Let's move on to Side Two. 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?”**

Pages 9-10 (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.

Pages 14 and 17 (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?”**

Page 16 (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 [Page 3]. 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!*