



A. INTRODUCTION

B. ABOUT THE LIFE TRAINING INSTITUTE

1. History of LTI

C. ABOUT THE CENTER FOR BIO-ETHICAL REFORM

1. History of CBR
2. Promotional Video

D. ABOUT GAP and PLTA

1. Purpose never to condemn but to clarify
2. Purposes of GAP
 - a. Teach two most important facts
 - b. See abortion in context of history
3. Pictures are not optional (slides)
4. Two most remembered aspects of project
 - a. The pictures
 - b. Was I treated with respect?

E. THESIS

1. To be an effective pro-life apologist, you must meet 3 key objectives:
 - a. You must simplify the issue.
 - b. You must make a persuasive case using science and philosophy.
 - c. You must handle objections graciously and incisively.

F. SIMPLIFY THE ISSUE

1. Effective pro-life apologists simplify the issue by focusing the debate on one question, What is the unborn?

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2. Example: Daddy can I kill this? (Koukl) That depends: What is it?
3. “I agree, IF. If What?
4. Trot out a toddler for objections based on privacy, trusting women, poverty, etc.
5. Visuals: Use them to awaken moral intuitions, but use them wisely.

G. MAKE A PERSUASIVE CASE WITH SCIENCE AND PHILOSOPHY

1. Effective pro-life apologists make a persuasive case for the lives of the unborn with science and philosophy.
2. Science: From the beginning, the unborn are distinct, living, and whole human beings.
 - a. Objections and replies:
 - Twining
 - Miscarriages
 - Women don’t grieve
 - Burning research lab
 - Sperm and egg are alive.
 - b. More examples that demonstrate scientific support for the pro-life view:
 - Richard Stith: Construct versus develop
 - Maureen Condic: Corpses versus embryos
3. Philosophy: There is no essential difference between the embryo you once were and the adult you are today that would justify killing you at that earlier stage of development:
 - a. SLED test
 - Size
 - Level of Development
 - Environment
 - Degree of Dependency

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[illegible]

- [illegible]

[illegible][illegible]

- [illegible]

[illegible]

- [illegible]

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- [illegible]

e. They advance a radical bodily rights theory:

- Thomson's alleged parallels are not parallel: Are we to assume that a mother has no more duty to her own child than she does a total stranger who is unnaturally hooked up to her?
- The bodily rights view justifies killing newborns through neglect or abandonment (Rich Poupard's "surrogate in cabin" example)

f. They twist Scripture:

- Faulty argument from silence: Ask, "Are you saying that whatever the Bible doesn't condemn it condones?"
- The Bible teaches that all humans have value because they bear God's image. If the unborn are human they, too, bear God's image
- There's a reason for the Bible's silence on abortion: The Hebrews of the OT and the Christians of the NT were not tempted to kill their unborn offspring.

g. They confuse contingent evils with absolute evils. To be worse than abortion, how bad would an unjust war have to be?

h. They hide behind the hard cases

I. MAKE THE CASE IN FIVE MINUTES

1. Step #1: Simplify: Pro-life advocates contend that elective abortion unjustly takes the life of a defenseless human being. This simplifies the abortion controversy by focusing public attention on just one question: Is the unborn a member of the human family? If so, killing him or her to benefit others is a serious moral wrong. It treats the distinct human being, with his or her own inherent moral worth, as nothing more than a disposable instrument. Conversely, if the unborn are not human, elective abortion requires no further justification.

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2. **Step #2: Argue science:** The facts of embryology establish that from the earliest stages of development, the unborn are distinct, living, and whole human beings. True, they have yet to grow and mature, but they are whole human beings nonetheless. Leading embryology textbooks affirm this.
3. **Step #3: Argue Philosophy:** Philosophically, there is no morally significant difference between the embryo you once were and the adult you are today. Differences of size, level of development, environment, and degree of dependency are not good reasons for saying you had no right to life then but you do now. Use the SLED acronym to illustrate this.

J. TWO MOST FREQUENTLY ASKED QUESTIONS

1. **Why are you here?**
 - a. **Most basic level: convey two facts**
 - Preborn child is a human being
 - Abortion is an act of violence
 - b. **Can't really determine if abortion is morally OK unless you understand who the preborn child is and what abortion does.**
 - c. **Beyond that, we want people to see that our reasons for justifying abortion are similar to those which were used to justify slavery, the Final Solution, and any number of other forms of historical genocide.**
2. **How can you compare abortion to genocide?**
 - a. **Many points of comparison**
 - **Perhaps most important: In each case of these forms of genocide, personhood was redefined by those in power to exclude the intended victim class**
 - **[POINT TO PICTURE] Many people say killing this baby is OK because he is not sufficiently developed to deserve full rights of personhood under the law. The U.S. Supreme Court said so in 1973.**

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- [POINT TO PICTURE] The Supreme Court said the exact same thing about this guy in 1857, when they said that this guy was a member of "a subordinate and inferior class of beings."
- [POINT TO PICTURE] The Nazis said that these people were "subhuman" and therefore did not deserve the rights of personhood that the state granted to Aryans.

- Consider the language used to dehumanize all of these victims
 - rats, pigs, vermin
 - language to dehumanize Black people
 - parasite, blob of tissue, potential life
- And by the way, the groups responsible for all this death claimed they were doing a good thing:
 - Nazis said they were building a better class of human beings
 - Slavery, it was claimed, was "a good, a great good!"
 - Abortion advocates say abortion makes "every child a wanted child"

b. You can read our "Comparing Abortion" handout for other points of comparison

K. USING THE GENOCIDE COMPARISON

1. Understand the various definitions
 - a. Abortion fits some, but not all of them
2. When presented with an argument to justify abortion, try to show how the same argument was once used to justify slavery and/or the Holocaust
 - a. Choice — Stephen Douglas opposed slavery but believed that every state should have the "choice" whether or not to allow slavery
 - b. Maintenance of lifestyle — Plantation owners justified slavery by saying that slavery was necessary for the maintenance of their own lifestyles

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- c. Drain on resources — The Nazis justified killing mentally and physically handicapped people by calling them "useless eaters"

L. SIGN VOLUNTEER AGREEMENT

M. ON THE FIRING LINE

1. Manage your emotions
2. Columbo questions
3. Choose the right tool
 - a. SLED
 - b. Trot out the toddler
 - c. Genocide comparison
4. In the crossfire
 - a. One at a time
5. Conversation starters
 - a. What do you think?
 - b. Have you ever seen photos like this before?
6. Be sensitive the post-abortive woman
7. Answering the rape question with sensitivity.
8. The Missouri Box
 - a. Book: The Developing Human
 - b. Handout: When does life begin?
 - c. Handout: Breast Cancer
 - d. Handout: Ask the Victims (rape)
 - e. Handout: Jesse Jackson compares abortion to racial injustice.
 - f. Many other items of interest.
9. The Poll Table

N. ROLE PLAYING

O. FINAL INSTRUCTIONS FOR DEBATE TEAM

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