

Activity 7: 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 this 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 this 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?”**

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!*

JFA Outreach (Feet Work) Reflection Assignment

Assignment

Write a short (3-10 paragraphs), thoughtful reflection of your experience with the Justice For All 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.)