

EXTRACTS FROM FILM ONE

TEACHERS' NOTES

Abortion: Ancient & Modern PART ONE

AFTER SCREENING

When *Abortion: Ancient & Modern PART ONE* finishes ask
Your pupils/students to engage with:

TASK 1

WRITE or SKETCH down the most memorable image or statement that sticks in their mind. SHOW a friend their image or statement and explain the reason why they chose it. DISCUSS what they consider to be the most important message of the film. EXCHANGE their findings with the rest of the class.

TASK 2

RECALL what they've just watched. If they were able to interview any ONE of the people mentioned or representatives of any of the groups mentioned in the film WHO would they most like to cross-examine? WRITE DOWN the main question they would want to ask that person?

The people mentioned in *Abortion: Ancient & Modern PART ONE* were:

Aristotle: {384 – 322 BCE}, Ancient Greek Philosopher

Hippocrates: {460 – 370 BCE}, Ancient Greek physician, often called the Father of Western Medicine

St Augustine: {334-430 CE}, Early Church Father

St Thomas Aquinas: {1225-1274}, Leading Christian thinker

Judge Henry de Bracton: {1210–68}, Leading English lawyer

Lord Chief Justice Edward Coke: {1552- 1634}, English Judge

James Wilson: {1742-1798}, A Founding Father of the United States

Suffragettes: deriving from the word “*suffrage*” meaning *the right to vote*; women who campaigned for equal rights in society and for a woman’s right to choose

Aleck Bourne: 1930’s London surgeon and gynaecologist who performed an abortion on a 14 year old girl who’d become pregnant after being raped

TASK 3

Split up into groups of three/four. Nominate a scribe from your group to take notes. You have 20 minutes for each group to discuss the following before exchanging your group’s thoughts and feelings to the rest of the class:

DISCUSSION ONE

5

As soon as life begins in the womb a woman shouldn’t have the right to do with her body as she sees fit. It isn’t just her body anymore. The reality is there’d be far fewer abortions if wombs had windows.

DISCUSSION TWO

I’ve never become pregnant from incest or rape, nor has pregnancy ever threatened my life. To make a woman bear a child against her will represents the sacrifice of a real human being to a piece of protoplasm which has no life in the human sense of the word.

DISCUSSION THREE

At the moment after conception the genetic blueprint is complete. At seven weeks a nervous system and a face is forming. At twelve weeks this growing being, unique in history, fits at ease in a nut-shell with his head, heart, hands and legs in place.

DISCUSSION FOUR

Criminalising abortion amounts to compulsory maternity and a form of rape by the State, for womens' bodies are their own!

HANDOUTS FOR PUPILS

Presentations

- **Presentation is a key skill in today's world and this exercise aims to enhance the way you present powerful ideas to an audience in SEVEN MINUTES and in the process improve IT, research and expressive skills, and most importantly experience directly the complexities of working with others**
- **You will work in small groups in which *everyone* from your allocated group will be expected to address the rest of the class during your presentation, *without notes*, and *all members* of the group will be active in producing a visual/dramatic/ musical presentation/short film/ power-point/ debate/drama/dance/'epic' poem/piece of artwork/ textile/ montage/ 'graffiti wall'/ poem/play/comedy routine/historical**

6

reconstruction/opera/choir/song/ musical/ or rap; relating any presentation back to the key moral issues of the abortion debate, and, producing a programme to enhance audience understanding

- **Each group will be marked for knowledge, understanding and evaluation in the same way as an individual is marked for an essay. So take it seriously, but above all be creative and express yourselves and enjoy the search for the "X" factor**
- **Your Presentation will take place in.....**
- **The most highly marked groups of presenters will be encouraged to perfect their presentations with a view to recording them as a resource for future use in the classroom.**

Planning Suggestions

Each group has three lessons to create a dramatic and dynamic seven minute presentation on their allocated task to the rest of the class.

Each group will have over three hours to prepare and its suggested that you spend the 1st hour ensuring that *everyone* in your group knows and understands their allocated subject; the 2nd hour planning a strategy for a dynamic and informative presentation, and the 3rd hour in creatively

putting your ideas into practice, ensuring that you have a dress rehearsal before the big day.

Note for Teachers: it might be advantageous to print off copies of the *Abortion: Ancient & Modern, PART ONE* Script {below} to assist students in their research:

GROUP ONE: Abortion: Views and Methods in the Ancient World

GROUP TWO: Ensoulment, Quickening and the Born Alive Rule

GROUP THREE: Abortion in the 19th century

GROUP FOUR: The Law & Abortion down the ages

GROUP FIVE: Suffragettes, the Women's Rights Movement & Abortion

GROUP SIX: The Aleck Bourne Case

Statements

Below are ten statements. READ THEM ALL and CHOOSE a statement you consider to be the most interesting. After you've made your choice, compare, contrast and share your chosen statement with TWO other people in your class. Be prepared to support your choice, with reasons. Are there statements your friends have chosen that are different from yours? Argue the case for the importance of YOUR chosen statement, above theirs.

Now exchange your views with the rest of your class.

Here are the statements:

{1} "Life begins at conception and abortion thereafter is wrong"

{2} "Life begins sometime after conception"

{3} "A woman should always have the right to choose"

{4} "Abortion after quickening is murder"

{5} "Men's opinions should count for nothing in the abortion debate"

{6} "Foetal rights should always override womens' rights"

{7} "Abortion should only be allowed in cases of rape or incest"

{8} ‘Fathers’ have rights too!’

{9} “The reality is there’d be far fewer abortions if wombs had windows”

{10} “Whatever the law abortions will always be a fact of life”

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