

The Interim PLUS + + + + + + + + + + + + + + + +

Curriculum Supplement For Schools

The Interim Plus is a periodical dedicated to educational matters and specifically designed to assist teachers in integrating relevant life issues in their lesson planning.

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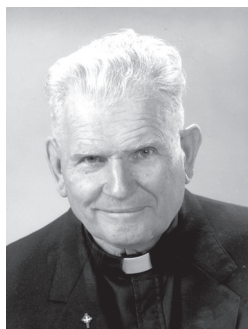
| | |
|---------------------------------|--------|
| Father Ted Colleton Scholarship | p. 1 |
| Symbolism | p. 1-4 |
| Oral Testimony | p. 4-5 |
| Activism | p. 5-8 |

This is year twelve for *The Interim Plus* curriculum resource for schools. It is a free service of *The Interim* newspaper. Our archived material is available at www.theinterim.com by clicking on *The Interim Plus* icon. The service is offered six times per year. It consists of sundry materials that classroom teachers might integrate within their own lesson preparations. The material is selected and developed to help promote student learning about life and family issues.

In this first edition for the 2013-2014 school year we feature resource material applicable to secondary school English courses; a notice for the annual **Father Ted Colleton Scholarship** program; and high school pro-life activism. Two articles from the September edition of *The Interim* newspaper illustrate the last theme.

This summer we were fortunate to host a group of summer interns who contributed to the research and development of curriculum resource material to be featured in our curriculum supplements through the year. The insights and creativity of Natasha Milavec, Lexi Jezierski, Carter Grant, Jacinta Fox, Cameron Grant, Taylor Hyatt, Samantha Lo, Emma Dupuis, Renata Iskander, Rachel Wilson and Veronica Wilson are much appreciated.

Part A Father Ted Colleton Scholarship



Senior students in high school are invited to participate in the **Father Ted Colleton Scholarship** program. Former participants have found it a rewarding experience, an opportunity to win a prize by writing on a meaningful and engaging topic. Co-sponsored by Canada's pro-life newspaper *The Interim* and by Niagara Region Right to Life, the program has drawn more than 750 contestants during its first 11 years. Three prizes are awarded, \$1500, \$800 and \$500 respectively. The deadline for applications is December 1, 2013. Essay component must be submitted in either English or French language. Full details regarding application and timelines may be found at www.theinterim.com and go to link on Father Ted Scholarship. A short biography of Father Ted Colleton is contained in the application brochure. This is the topic for the 2013-2014 edition of The **Father Ted Colleton Scholarship**:

Identify and discuss the most significant factors which have spawned "the culture of death". Suggest a solution that would foster "the culture of life".

Please print copies and bring to the attention of colleagues for posting in their classrooms and around the school. Encourage students to enter the scholarship program. It is a wonderful vehicle for learning about contemporary life issues.

Part B Symbolism

Symbolism: "*Hills Like White Elephants*" by Ernest Hemingway



The following exercise on symbolism is intended to be a practice in reading for meaning and understanding form and style, expectations in the reading and literature studies strand of a grade 11 or 12 English course. The questions can be adapted for workplace, college, or university preparation course levels.

Symbolism is a literary device in which an author employs an object or action in his or her work to represent a larger concept or idea, going beyond its literal meaning. For example, the colour yellow often symbolizes decay, whereas water is a common symbol for new life.

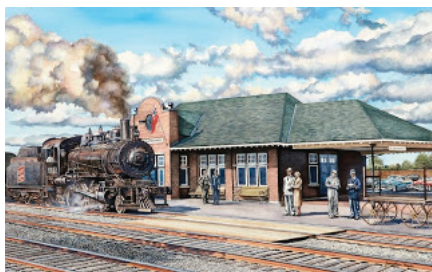
Ernest Hemingway was a noted American novelist and short story writer. The following short story was written in 1927. It might be worthwhile to consider also the timing of the story

from an historical point of view.

Two 75 minute periods should be adequate to take up the story and the issues and symbolism involved.

First have the students read the short story *Hills Like White Elephants* by Ernest Hemingway. It can be found at www.asdk12.org/staff/grenier_tom/HOMEWORK/208194_Hills_Like_White_Elephants.pdf

Hills Like White Elephants



The hills across the valley of the Ebro were long and white. On this side there was no shade and no trees and the station was between two lines of rails in the sun. Close against the side of the

station there was the warm shadow of the building and a curtain, made of strings of bamboo beads, hung across the open door into the bar, to keep out flies. The American and the girl with him sat at a table in the shade, outside the building. It was very hot and the express from

Barcelona would come in forty minutes. It stopped at this junction for two minutes and went to Madrid.

'What should we drink?' the girl asked. She had taken off her hat and put it on the table.

'It's pretty hot,' the man said.

'Let's drink beer.'

'Dos cervezas,' the man said into the curtain.

'Big ones?' a woman asked from the doorway.

'Yes. Two big ones.'

The woman brought two glasses of beer and two felt pads. She put the felt pads and the beer glass on the table and looked at the man and the girl. The girl was looking off at the line of hills. They were white in the sun and the country was brown and dry.

'They look like white elephants,' she said.

'I've never seen one,' the man drank his beer.

'No, you wouldn't have.'

'I might have,' the man said. 'Just because you say I wouldn't have doesn't prove anything.'

The girl looked at the bead curtain. 'They've painted something on it,' she said. 'What does it say?'

'Anis del Toro. It's a drink.'

'Could we try it?'

The man called 'Listen' through the curtain. The woman came out from the bar.

'Four reales.' 'We want two Anis del

Toro.'

'With water?'

'Do you want it with water?'

'I don't know,' the girl said. 'Is it good with water?'

'It's all right.'

'You want them with water?' asked the woman.

'Yes, with water.'

'It tastes like liquorice,' the girl said and put the glass down.

'That's the way with everything.'

'Yes,' said the girl. 'Everything tastes of liquorice. Especially all the things you've waited so long for, like absinthe.'

'Oh, cut it out.'

'You started it,' the girl said. 'I was being amused. I was having a fine time.'

'Well, let's try and have a fine time.'

'All right. I was trying. I said the mountains looked like white elephants. Wasn't that bright?'

'That was bright.'

'I wanted to try this new drink. That's all we do, isn't it – look at things and try new drinks?'

'I guess so.'

The girl looked across at the hills.

'They're lovely hills,' she said. 'They don't really look like white elephants. I just meant the colouring of their skin through the trees.'

'Should we have another drink?'

'All right.'

The warm wind blew the bead curtain against the table.

'The beer's nice and cool,' the man said.

'It's lovely,' the girl said.

'It's really an awfully simple operation, Jig,' the man said. 'It's not really an operation at all.'

The girl looked at the ground the table legs rested on.

'I know you wouldn't mind it, Jig. It's really not anything. It's just to let the air in.'

The girl did not say anything.

'I'll go with you and I'll stay with you all the time. They just let the air in and then it's all perfectly natural.'

'Then what will we do afterwards?'

'We'll be fine afterwards. Just like we were before.'

'What makes you think so?'

'That's the only thing that bothers us. It's the only thing that's made us unhappy.'

The girl looked at the bead curtain, put her hand out and took hold of two of the strings of beads.

'And you think then we'll be all right and be happy.'

'I know we will. You don't have to be afraid. I've known lots of people that have done it.'

'So have I,' said the girl. 'And afterwards they were all so happy.'

'Well,' the man said, 'if you don't want to you don't have to. I wouldn't have you do it if you didn't want to. But I know it's perfectly simple.'

'And you really want to?'

'I think it's the best thing to do. But I don't want you to do it if you don't really want to.'

'And if I do it you'll be happy and things will be like they



were and you'll love me?'

'I love you now. You know I love you.'

'I know. But if I do it, then it will be nice again if I say things are like white elephants, and you'll like it.'

'I'll love it. I love it now but I just can't think about it. You know how I get when I worry.'

'If I do it you won't ever worry?'

'I won't worry about that because it's perfectly simple.'

'Then I'll do it. Because I don't care about me.'

'What do you mean?'

'I don't care about me.'

'Well, I care about you.'

'Oh, yes. But I don't care about me. And I'll do it and then everything will be fine.'

'I don't want you to do it if you feel that way.'

The girl stood up and walked to the end of the station. Across, on the other side, were fields of grain and trees along the banks of the Ebro. Far away, beyond the river, were mountains. The shadow of a cloud moved across the field of grain and she saw the river through the trees.



'And we could have all this,' she said. 'And we could have everything and every day we make it more impossible.'

'What did you say?'

'I said we could have everything.'

'We can have everything.'

'No, we can't.'

'We can have the whole world.'

'No, we can't.'

'We can go everywhere.'

'No, we can't. It isn't ours any more.'

'It's ours.'

'No, it isn't. And once they take it away, you never get it back.'

'But they haven't taken it away.'

'We'll wait and see.'

'Come on back in the shade,' he said. 'You mustn't feel that way.'

'I don't feel any way,' the girl said. 'I just know things.'

'I don't want you to do anything that you don't want to do -'

'Nor that isn't good for me,' she said. 'I know. Could we have another beer?'

'All right. But you've got to realize -'

'I realize,' the girl said. 'Can't we maybe stop talking?'

They sat down at the table and the girl looked across at the hills on the dry side of the valley and the man looked at her and at the table.

'You've got to realize,' he said, 'that I don't want you to do it if you don't want to. I'm perfectly willing to go through with it if it means anything to you.'

'Doesn't it mean anything to you? We could get along.'

'Of course it does. But I don't want anybody but you. I don't want anyone else. And I know it's perfectly simple.'

'Yes, you know it's perfectly simple.'

'It's all right for you to say that, but I do know it.'

'Would you do something for me now?'

'I'd do anything for you.'

'Would you please please please please please please please stop talking?'

He did not say anything but looked at the bags against the wall of the station. There were labels on them from all the hotels where they had spent nights.

'But I don't want you to,' he said, 'I don't care anything about it.'

'I'll scream,' the girl said.

The woman came out through the curtains with two glasses of beer and put them down on the damp felt pads. 'The train comes in five minutes,' she said.

'What did she say?' asked the girl.

'That the train is coming in five minutes.'

The girl smiled brightly at the woman, to thank her.

'I'd better take the bags over to the other side of the station,' the man said. She smiled at him.

'All right. Then come back and we'll finish the beer.'

He picked up the two heavy bags and carried them around the station to the other tracks. He looked up the tracks but could not see the train. Coming back, he walked through the bar-room, where people waiting for the train were drinking. He drank an Anis at the bar and looked at the people. They were all waiting reasonably for the train. He went out through the bead curtain. She was sitting at the table and smiled at him.

'Do you feel better?' he asked.

'I feel fine,' she said. 'There's nothing wrong with me. I feel fine'



Students could be directed to consult other supplementary sources like these. Each of the sources are helpful in analyzing the story, and its various components.

<http://www.has.vcu.edu/eng/webtext/hills/hills.htm>

and

<http://voices.yahoo.com/hemingways-hills-like-white-elephants-200832.html?cat=38>

and

<http://voices.yahoo.com/analyzing-symbolism-hills-like-white-elephants-2408749.html>

and

<http://voices.yahoo.com/hemingways-hills-like-white-elephants-happiness-2416059.html?cat=44>

and

<http://realtimeshortstories.wordpress.com/2012/05/31/cafe-shorts-ernest-hemingways-hills-like-white-elephants/>

and

<http://www.sparknotes.com/short-stories/hills-like-white-elephants/>

Part C Testimony

(Special thanks to summer intern **Natasha Milavec** for research of this topic)

The human ear is a wonderful organ. It allows us to hear and to listen to communication delivered in an aural mode. The following exercise is intended to be a practice in listening for understanding, an expectation in the oral communication strand of a grade 10 or 11 English course. The questions can be adapted for workplace, college, or university preparation levels of difficulty.



Yes, hearing is the technical action of receiving a communication, but listening is the active process of trying to understand what is being received. One could use any number of sources or examples from any field, including entertainment, news, sports or talk show programs from radio. This selection will serve the purpose very well as it deals with an issue that plagues society, creates division and consternation, confusion

and disagreement. Oftentimes, proponents of one view or the other are accused of not listening, of ignoring what the other 'side' is saying. Indeed, one can assert that words don't have the same meaning since they are distorted in the process of communicating. Are students capable of hearing and understanding? Here is a good exercise to test this skill.

Lesson Plan

1. Have your class listen to a pro-life testimony on the Priests for Life website

www.priestsforlife.org/testimonies/default.aspx.

It offers dozens of possibilities, dealing with different

aspects of the abortion tragedy as experienced by mothers, fathers, siblings, abortionists, nurses, etc. A suggested testimony is the following <http://www.priestsforlife.org/video/video.aspx?testimonyid=2920> (LifeSiteNews presents the testimony of a former abortionist before a U.S Congressional Committee (www.lifesitenews.com/blog/the-most-heartrending-abortion-testimony-youll-ever-hear-from-a-former-abor/). The LifeSiteNews article is very graphic and may disturb)

The teacher should preview the material and evaluate its relative appropriateness for the class that is being taught. This listening exercise can be done in class or assigned as homework and then taken up the next

day in class.

2. Assign the following questions for analysis and discussion of the testimony.

a) What is the meaning and purpose of testimony? In what circumstances would testimony be given? Who would be called to testify? Who may volunteer to give testimony? What may motivate them?

b) How did the length of the testimony affect your ability to listen attentively? What was your purpose for listening to this text?

c) How can you prepare to listen to an oral text so that



you will understand the text better? How might your preparation be different when you are preparing to listen to exam instructions than when you are preparing to listen

to a testimony? Why would your preparation be different?

d) What values presented by the speaker are stated outright? What values are implied? Can you trust the speaker to be a reliable narrator? How can you tell?

e) What was the main message in the speech? What examples did the speaker give to support that idea?

f) How did the speaker use pauses, changes in pace, and other strategies to help communicate the message? What changes would you suggest?

g) Which of the speaker's statements are facts? Which are opinions? Is there a balance between the two? Which make the presentation more convincing?

h) Do you think the speaker's position on the subject



is balanced or fair? What in the speaker's background or experience [e.g., ethno-cultural heritage, economic status, gender, race, age, religion, professional occupation] might affect his or her position on the subject?

i) How did hearing about the connections other people made influence your thinking? Which connections were the most unusual or surprising to you?

j) Print a copy or read the testimony online. Compare the words spoken and written. Is there a difference in impact? Which do you find more effective or impactful? Why?

Part D Activism 101

It is not enough to learn about life issues. That helps one to develop a morally upright stance and a compassionate attitude. But the opportunity for young people to become actively involved leads to a richer experience and results in change for the better. As one of our summer interns writes: Those who allow their voices to go unheard permit the unspeakable to continue. In this section are some key recommendations found in two articles of the September edition of *The Interim*, written by summer interns. The articles present the context, background and achievements of young people working and volunteering in the pro-life vineyard. Teachers looking to successfully promote the gospel of life may find these suggestions useful for their own school environment.

Homeschooled pro-life activists

Lexi Jezierski, *The Interim*, September 2013

The homeschooled generation that many in society has labeled unprepared to face the world, anti-social, shy, and awkward, are rising up to battle the greatest injustice our country has ever faced. Well-spoken, passionate, confident, and ready to change the world, these homeschooled teens are calling on their friends, politicians, and fellow citizens to face the reality of abortion and to join them in stopping it.

They credit homeschooling for giving them the firm foundation and values that led them to take their unapologetically pro-life stance. Devorah Gilman, a 22-year old homeschool graduate now working full-time for the Canadian Centre for Bio-ethical Reform, an anti-abortion organization that uses graphic images to expose the truth about abortion, says that homeschooling "taught me how to think (and) ask good



questions," a skill that is necessary in both approaching the issue of abortion and in doing her job.



John-Henry Westen giving his news media presentation at one of the youth conference workshops

Elise Dupuis from Belle River, Ont., who just completed the tenth grade through homeschooling, told *The Interim* that the pro-life perspective in her curriculum helped her develop a greater respect for life which led her to become more involved.

Besides receiving a well-grounded education, homeschooled students are taught the values of compassion and kindness in the family – and acceptance towards those who feel unwanted, says Dianne Poisson, mother to Dupuis and her four siblings. Making those who are difficult or unwanted feel loved is perhaps the most important factor in helping people realize the dignity and beauty of life. "It's so helpful to teach them that the world is a better place if they show love to all they meet, especially those hardest to love – because they are most often the ones most in need of (it)," Poisson told *The Interim*.

For many teens, the feeling of a lack of support and lack of fellow young activists prevents them from fully engaging in pro-life activism. Sarah Blake, a 17-year old Toronto homeschooled high school graduate, admits this to be true, but has a strategy to solve the problem. Inspired by Toronto Right to Life and in connection with Student Life Link, she is co-founding a national homeschool pro-life club. Her goal is to create an online network that will connect homeschooled teenagers across the country, and offer them creative ideas and support to help them become involved in the pro-life movement.

"It's a way to build an army of homeschool pro-life warriors by connecting them, and giving them an opportunity to educate themselves and even challenge each other, keeping each other motivated," she told *The Interim*. "Even if you have a homeschool community, (this club) is a way to stop isolation," and help homeschooled teenagers "feel like they have an impact."

For Blake, the homeschool pro-life club is not her only form of contributing to the movement, though she says it's the biggest. At the age of 16, she was invited to join the board of directors for Toronto Right to Life, and since then she has written articles, helped organize the annual Respect for Life Student Leadership Conference (which attracted over two hundred students this year) and worked on numerous other projects.

But different people have different callings to pro-life activism. Dupuis uses her creativity in her pro-life activism. She

has helped organize a local pro-life youth conference and used her art skills to creatively plan and decorate the event. Sometimes it's the simple things. While campaigning for Motion 312, and in true resonance with the saying "a picture is worth a thousand words," she made a drawing of a young child, with a request to support the motion, which she then mailed to Prime Minister Stephen Harper. She has also encouraged her friends to become involved, inviting them to local pro-life events, and collecting petition signatures. She and her homeschooled friends held a letter-writing party last year to ask the Prime Minister and MPs to support M-312, a motion calling on Parliament to examine evidence about when human life begins. They were responsible for writing and mailing over a 100 letters.

Gilman says that as a high-schooler, she got involved "with every opportunity that came my way, educating myself online, marching, (doing) anything and everything." Wanting to dedicate her life to the cause, she became a full-time activist.

Another homeschooler turned full-time pro-life activist is Lila Rose, founder and president of Live Action, an American new media movement that aims to expose abortion through various methods, particularly through undercover investigative videos of abortion facilities. She was homeschooled through high school, and founded Live Action at the age of 15. As part of her homeschool education, she practiced speech and debate, which she says were "very helpful in making an impact and reaching people with the message of life."

Homeschooled teenagers are no strangers to the challenges that arise in doing pro-life activism.

Blake says that one of the biggest obstacles is keeping the pro-life movement a priority in the midst of a busy schedule, especially when the "little things pile up." But she says God has cleared her schedule at times when she didn't think she could handle it all. "Never think you're too busy or just one person. Always persevere." She adds that one of the greatest benefits of being homeschooled while being a pro-life activist was her flexible schedule that enabled her to do activism during the day. Gilman adds that it was particularly useful when doing Choice Chain, a CCBP initiative showing graphic images of aborted babies outside high schools during the school day; she was even able to bring her homeschooled siblings along.

Dupuis and Gilman find that the greatest challenge is going out of their comfort zone. Gilman recounts being shy while in high school, but deciding to meet with her pro-abortion MP one day. "Talking to my MP was not something I was comfortable with but I did it for the babies," she explains. Gilman encourages others to keep motivating themselves by thinking that they will never have to go through the suffering that the babies go through.

Dupuis says that her fear of people getting angry sometimes causes her to hold back. But she overcomes this setback, and reminds others that "if pro-life activism puts you

out of your comfort zone, let it comfort you that you're saving lives."

The girls suggest that the most important thing is to keep educating oneself and finding out more about the issues. "Re-motivate yourself, read articles, watch pro-life debates on Youtube," Blake advises. Gilman adds that attending or organizing local pro-life events is always a good step. She encourages all other teens to overcome whatever may be holding them back from getting involved in pro-life activism. "The lives of children are worth it and they need someone like you."

Lexi Jezierski was a summer student at The Interim, organizer of Letter for Life, and a co-founder of the homeschooling pro-life network discussed in this story.

How to equip high school students to be pro-life and pro-active

Renata Iskander, *The Interim*, September 2013

Every tragedy has its bystanders; those who believe what is happening is wrong, but don't try to defend the victimized. Those who allow their voices to go unheard permit the unspeakable to continue. There are many high school students who have convinced themselves that they are strongly and passionately against abortion, but are passive and have no involvement in the pro-life movement itself.

The best place to begin activism is in high school. There are teachers who are actively involved in the movement. To cultivate the pro-life presence within a school, find a teacher who best represents the pro-life image who can serve as mentors for students wishing to be pro-active on the abortion issue. Through staff involvement, student initiatives can be very successful. Talk to teachers about why you believe incorporating pro-life morals and values into lessons is important. Explain how the lessons directly relate to the curriculum. *The Interim's* curriculum supplements can help teachers prepare pro-life lessons.



High schools have groups and clubs that help promote issues pertaining to social justice. (It doesn't always have to be a pro-life club). If there isn't already one, start one. Within these groups, it is possible to organize speakers for not only the club or council, but the whole student body. Speakers from Campaign Life Coalition, the Canadian Centre for Bio-ethical Reform, local Right to Life groups, the National Campus Life Network, the Silent No More Awareness Campaign, and other pro-life organizations can help to better spread the pro-life message with the intent of making abortion an issue that students are not afraid to discuss. Another idea is to invite high school students to a conference with keynote speeches and workshops.

Outside school, students can accomplish a great deal in



small ways. Each fall, LifeChain, a campaign promoting pro-life views using encouraging signs on street corners, is held, and usually done through local churches. Taking an hour to stand on a street corner holding a “Children are precious” sign can show observers that life is special. Although this can be done outside the school community, gather students within the school to participate in the event.

Involve yourself in politics because the government is the level at which the pro-life movement can make the biggest change. Writing a letter to the prime minister or other members of parliament shows them that future voters want to end abortion and are impressed to see youth interested in politics. Furthermore, participate in the “Adopt an MP” campaign, the purpose of which is to instill pro-life values in your MP, through prayer, education, and a well-constructed relationship.

Spark the interest of strangers through small actions. When going out, sport a pro-life t-shirt or button. People will notice and may engage in discussion. Discussion plays an essential role in involving people, and also in educating oneself about an issue. Another way is to use drop cards, which are small cards that have various pro-life statements. For example, the truth of what abortion looks like, famous quotations, or even crisis pregnancy center phone numbers for women who are contemplating abortion. These cards can be left on the subway, public restrooms, shopping malls or any place they may attract attention.

Teenagers spend a lot of time on social media websites such as Facebook and Twitter, and most students are updated on current events through the internet. This is an advantage to be exploited by pro-life youth to actively update friends

on the movement and current life issues. For example, posting images of abortion procedures, news articles, or powerful quotations can appeal to attention.

During the fall and springtime, 40 Days for Life is held and is a prayer-filled, peaceful vigil dedicated to praying for women, abortionists, and children inside abortion facilities. Attending this event can bring peace of mind in knowing that you have asked for God’s mercy while standing across the street from a facility with fearlessness and grace. An alternative to this event is sidewalk counseling which can help women understand the devastation involved with post-abortive stress and offer alternatives to abortion, although one shouldn’t try this without training from people with experience doing it.

The National March for Life takes place in Ottawa every May, a national event that involved 25,000 people this year.



Most provinces, except Ontario and Quebec, whose focus is on the national march, also hold a march for life at the same time. Within your school, youth group, family, or friends, show your support by marching and rallying on Parliament Hill or your provincial capital. This is the biggest pro-life event in Canada. To help defray the travel costs, organize a bake sale at your school or church, which in turn is an opportunity to educate others about abortion and the pro-life movement.

Although attending events makes a difference, students must ensure that they have fundamental knowledge about abortion, and the pro-life movement. Without the fundamentals, the effort of changing hearts and minds is difficult because students need to know why life is precious, why you are pro-life, and why it’s important to defend the unborn. It is not enough to know that abortion is wrong. To be readily prepared and equipped to debate opponents and fence-sitters means that students must immerse themselves in the issue. Expand your knowledge by entering the **Father Ted Colleton Scholarship** contest that honours the work he did for the pro-life movement. Educate yourself with articles, books, blogs, videos, discussions, or arguments to help strengthen your own views in preparation to be a pro-life warrior.

Renata Iskander is a Grade 12 student at St. Theresa of Lisieux High School in Richmond Hill, and was a summer intern at The Interim.

SOME CHOICES ARE WRONG
STANDTRUEDOTCOM

TORTURE SLAVERY CHILD MOLESTATION RAPE
SPOUSAL ABUSE ABORTION CHILD ABUSE
MURDER SEX TRAFFICKING

Questions to help in discussion of the articles

1. Who are some homeschooled students that have become actively involved in the pro-life cause?
2. How did they develop their pro-life interest?
3. What kind of activities have they engaged in?
4. What were some of the larger challenges for the homeschooled students?
5. Did they enjoy any advantages to being home schooled when pursuing their activism?
6. How are the authors of the two articles themselves terrific examples of activist students?
7. What are some of the public events and other means whereby students can support active involvement in the pro-life cause?
8. Are there greater challenges in this regard at publicly funded schools? Why is the classroom teacher so important in this context?
9. How can students be the catalysts for the pro-life cause?
10. What are the two most important insights and/or advice that Lexi and Renata give?

This is the schedule for the Defund Abortion Rallies across Canada:

October 3, 2013 in Manitoba, Alberta, Ontario and Nova Scotia

September 28, 2013 in Newfoundland

Spring of 2014 in Saskatchewan and Quebec

Visit www.CampaignLifeCoalition.com/defund for details. Direct questions can be addressed to organizer Alissa Golob by emailing alissa@campaignlifecoalition.com

The pro-life cause has ongoing fundraising to make possible the public witnessing of pro-life people. This is done each May when people take part in huge numbers in the National March for Life in Ottawa. One very effective fundraiser is the Coins for Life campaign done locally through churches. Maria Dalgarno the chief organizer would be delighted to explain how students could become involved in their local parish. If students are parishioners in the Catholic Archdiocese of Toronto or elsewhere in the country they should contact Maria at mdalgarno@campaignlifecoalition.com. It is a sure fire way to materially assist the pro-life cause in getting its message out to the general public.

UPCOMING ACTIONS

Two additional events/activities that students could be involved with at their local level and bring attention to the pro-life cause are the Defund Abortion Rallies scheduled across Canada, and the Coins for Life program in churches.

The former is organized by CLCY, the youth wing of Campaign Life Coalition, a national grassroots organization dedicated to bringing about a change in the hearts and minds of Canadians through education, dissemination of information and by lobbying elected officials to pass just laws that will respect and protect all human life along the continuum from conception to natural death.

**Coins
for Life**

