LEARNING GUIDE

Philosophical FOUNDATIONS

A PROJECT OF HEALING THE CULTURE



Philosophical Foundations Learning Guide

Healing the Culture is pleased to provide select resources from our acclaimed *Principles & Choices* educational program for your use. Please visit **www.healingtheculture.com** and www.principlesandchoices.com for more information, or call us at 360-243-3811.

Resources Provided

Your kit contains

Principles & Choices Student Book 1: Identity and Values
Principles & Choices Student Book 2: Truth and Reason
Principles & Choices Student Book 3: Ethics and Justice
Ten Universal Principles book by Robert J. Spitzer, S.J., Ph.D. (Ignatius Press, 2010)
Four Levels of Happiness DVD and Facilitator's Guide
Robert & Emma Audio CDs
Robert & Emma Four-Act Drama Script

Before you begin

Life in a Flash flip card set

Determine how many sessions you can devote to learning the content contained in the kit.

Sample plans for 4, 8, and 16 weeks follow below. Modify as needed to accommodate your schedule.

Note: The 4-week plan covers *Principles & Choices* Student Book 1: Identity and Values and some of the other resources. The 8-week plan covers *Principles & Choices* Student Book 2: Truth and Reason and more of the other resources. The 16-week plan is best because it covers all three books and all of the other resources.

Get into the mindset necessary to learn the material.

Each plan relies on participants' willingness to do their homework between weekly sessions. There is simply too much information packed into your resource kit to absorb in isolated weekly sessions. Your commitment will pay off in a better understanding of these life and death issues that you will retain for the rest of your life, so it is worth a little pain now in order to realize a big payoff later.



Get everyone on the same page.

Most weekly sessions rely on "expert" presentations by group members. Each group member will have a chance to master a portion of the weekly assignment and share his/her "expert knowledge" with the rest of the group. Experts can either be one individual or a small team of 2-3 people for large groups.

Since everyone else is relying on the experts to provide a complete and accurate explanation of the material, it is important for each expert to take his/her portion of the homework seriously.

It may be helpful to agree up front on a format for sharing information. Ideally, each expert will create an outline or bullet points on his/her section and provide a copy to each group member to follow during the presentation. Each member can keep a binder to collect all the expert notes from all sessions. In the end, everyone will have their own personal set of notes on the material to reference when needed.

Since your resource kit includes only one copy of each book, the experts must borrow the book for a day or two and pass it on to the next person. Or you can purchase additional books at our Web site www.principlesandchoices.com.

Set the schedule and begin!

Plan to meet for at least one hour per week for 4, 8, or 16 weeks. Use one of the following sample plans to make the best use of your time together. It is a good practice to schedule meetings at the same time on the same day of the week.

Be sure to have the complete resource kit on hand during each meeting in case someone wants to reference the book under discussion. For some of the meetings, you will also need a DVD/CD player to play the video/audio resources.





Sample Plan – 17 Weeks

Week 1 Introduction to Happiness

Watch Four Levels of Happiness DVD	30 minutes
Take "The Preference Test" (see the "Facilitator's Guide")	5 minutes
Discussion	25 minutes
Refer to the "Facilitator's Guide" for suggestions.	

Homework: Everyone read *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 1-5. Assign 3 people (or 3 teams of two or three people) to become "experts" on the following topics for next week's meeting:

- (1) Happiness Level (1) 1 & 2 and Crises 1 & 2 See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 6-15.
- (2) Happiness Level 3 and Crisis 3 See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 16-28.
- (3) Happiness Level 4 and Crisis 4 and the sidebar on Viktor Frankl See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 29-35.

Week 2 Happiness

- (1) Happiness Levels 1 & 2 and Crises 1 & 2
- (2) Happiness Level 3 and Crisis 3
- (3) Happiness Level 4 and Crisis 4 and Viktor Frankl

Homework: Assign 2 people (or 2 small teams of two or three people) to become experts" on the following topics for next week's meeting:

- (1) Four Levels of **Success** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 2, pages 38-45.
- (2) Four Levels of **Quality of Life** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 2, pages 47-54.

Week 3 Success and Quality of Life



- (1) Four Levels of **Success**
- (2) Four Levels of **Quality of Life**

(see *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 36-37).

Homework: Everyone read Principles & Choices Student Book 1: Identity and Values, Chapter 1, pages 55-58. Assign 4 people (or 4 teams of two or three people) to become "experts" on the following topics for next week's meeting:

- (1) **Love 1** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 3, pages 60-63.
- (2) Love 2 See Principles & Choices Student Book 1: Identity and Values, Chapter 3, pages 61-68.
- (3) Love 3 See Principles & Choices Student Book 1: Identity and Values, Chapter 3, pages 68-72.
- (4) Love 4 See Principles & Choices Student Book 1: Identity and Values, Chapter 3, pages 73-78.

Week 4 Love

- (1) Love 1
- (2) Love 2
- (3) Love 3
- (4) Love 4

Refer to the suggestions on pages 56, 72, and 73 to guide your discussion.

Homework: Assign 1 person (or team) to prepare a chart that aligns each level of success, quality of life, and love with the Four Levels of Happiness from last week.

Assign 2 other people (or teams) to become "experts" on the six "Level 3 and 4 Principles" (three principles each) found in *Principles & Choices* Student Book 1: Identity and Values, Chapter 4, page 82.

Week 5 Level 3-4 Principles

- Chart of **Four Levels** of Happiness, Success, Quality of Life, Love
- Level 3-4 Principles: 1, 2, & 3
- Level 3-4 Principles: 4, 5, & 6



Homework: Assign 2 people (or teams) to become "experts" on applying Level 3-4 Principles to

- (1) **Abortion** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 4, page 83-94.
- (2) **Euthanasia** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 4, page 95-98.

Week 6 Applying Level 3 and 4 Principles to Abortion and Euthanasia

- (1) Abortion
- (2) Euthanasia

Homework: Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "What is Truth?" "Two kinds of Truth," "Self-Evident Truth," and "Factual Truth" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 1, pages 1-3, 5, 7.
- (2) "Relativism," "Evidence of Truth in the Physical World," "Is Reality Just an Illusion?" and "Is there also Ethical Truth?" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 1, pages 4-5, 7-9.
- (3) "Common Understanding," "Reason," "Conscience," "Divine Revelation" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 1, pages 10-15.

Week 7 Truth

- (1) "What is Truth?" "Two kinds of Truth," "Self-Evident Truth" and "Factual Truth"
- (2) "Relativism," "Evidence of Truth in the Physical World," "Is Reality Just an Illusion?" and "Is there also Ethical Truth?"
- (3) "Common Understanding," "Reason," "Conscience," and "Divine Revelation"

Do the "You Try It!" exercise on page 4 of Principles & Choices
Student Book 2: Truth and Reason, Chapter 1, page 4......15 minutes

Homework: Assign 4 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) **Ten Universal Principles** and Definitions See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 18-21.
- (2) Principle of **Non-Contradiction** See Principles & *Principles & Choices* Book 2: Truth and Reason, Chapter 2, pages 21-22.



- (3) Principle of **Complete Explanation** See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 23-24.
- (4) Principle of **Objective Evidence** See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 24-25.

Week 8 The Principles of Reason

- (1) **Ten Universal Principles** and Definitions
- (2) Principle of Non-Contradiction
- (3) Principle of Complete Explanation
- (4) Principle of Objective Evidence

Homework: Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "How to Define Something" and "Subjective Definitions" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 3, pages 28-29.
- (2) "Four Steps to Uncovering a Real Definition" and "Testing Our Theory on an Acorn" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 3, pages 30-33.
- (3) "Defining a Human Person" and "Agape" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 3, pages 33-37.

Week 9 Defining the Human Person

- (1) "How to Define Something" and "Subjective Definitions"
- (2) "Four Steps to Uncovering a Real Definition" and "Testing Our Theory on an Acorn"
- (3) "Defining a Human Person" and "Agape"

Homework: Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:



- (1) "Abortion and the Principle of Non-Contradiction" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, pages 42-43.
- (2) "Abortion and the Principles of Complete Explanation" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, page 44-48.
- (3) "Abortion and the Principles of Objective Evidence" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, page 49-50.

Week 10 Application to Social Issues

- (1) Abortion and the Principle of Non-Contradiction
- (2) Abortion and the Principles of Complete Explanation
- (3) Abortion and the Principles of Objective Evidence

Popcorn reading......15 minutes

Take turns reading one paragraph at a time of "Application to Social Issues" (see *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, pages 39-40). Also read aloud the "Conclusion" on page 51 and, if time permits, the "Ten Universal Principles" in the Appendix on page 52.

Homework: Everyone read *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 1, page 1. Assign 4 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "What is Intrinsic Dignity" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 1, page 2.
- (2) "The Principle of Non-Maleficence" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 1, pages 3-4.
- (3) "The Principle of Consistent Ends and Means" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 1, pages 4-5.
- (4) "The Principle of Full Human Potential" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 1, pages 6-7.

Week 11 Principles of Ethics

Each "expert" takes 10 minutes to brief the group on his/her topic:

- (1) What is Intrinsic Dignity
- (2) The Principle of Non-Maleficence
- (3) The Principle of Consistent Ends and Means
- (4) The Principle of Full Human Potential

Popcorn reading......5 minutes

Take turns reading one paragraph at a time of "Challenge: How is a Human Being Defined" (see *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 1, page 8).



Homework: Everyone read *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 2, pages 9-10. Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "The Principle of Natural Rights" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 2, pages 11-15.
- (2) "The Principle of the Hierarchy of Rights" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 2, pages 16-18.
- (3) "The Principle of Limits to Freedom" and "New Freedom v. Unfair Burden" S See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 2, pages 19-20.

Week 12 Principles of Justice

- (1) The Principle of Natural Rights
- (2) The Principle of the Hierarchy of Rights
- (3) The Principle of Limits to Freedom" and "New Freedom v. Unfair Burden

Homework: Everyone read *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 3, pages 23-27. Assign 4 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "Freedom 1" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 3, pages 28-29.
- (2) "Freedom 2" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 3, pages 29-30.
- (3) "Freedom 3" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 3, page 31.
- (4) "Freedom 4" See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 3, pages 32-33.

Week 13 Freedom

- (1) Freedom 1
- (2) Freedom 2
- (3) Freedom 3
- (4) Freedom 4



Take turns reading one paragraph at a time of "Freedom For/Freedom From," "Political versus Personal Freedom," and "A Formula for Being a True Person of Freedom," "Virtuous Heroes" (see *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 3, pages 34-35).

Note: Interested students should read the last three sections of the chapter privately in order to complete the steps recommended there.

Homework: Everyone read *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 43-44. Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) Abortion and the principles of **Non-Maleficence** and **Consistent Ends and Means** See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 45-48.
- (2) Abortion and the principles of **Full Human Potential** and **Natural Rights** See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 50-55.
- (3) Abortion and the principles of **The Hierarchy of Rights** and **Limits to Freedom** See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 56-60.

Week 14 Application of Principles to Abortion

- (1) Abortion and the principles of **Non-Maleficence** and **Consistent Ends and Means**
- (2) Abortion and the principles of Full Human Potential and Natural Rights
- (3) Abortion and the principles of The Hierarchy of Rights and Limits to Freedom

Listen to **Robert & Emma Audio, Act 3: Emma's Dream**......30 minutes Follow along with the printed script.

Homework: Everyone read "Euthanasia" on page 61 of Principles & Choices Student Book 3: Ethics and Justice, Chapter 4. Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) Euthanasia and the principles of **Non-Maleficence** and **Consistent Ends and Means** See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 61-63.
- (2) Euthanasia and the principles of **Full Human Potential** and **Natural Rights** See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 64-67.
- (3) Euthanasia and the principles of **The Hierarchy of Rights** and **Limits to Freedom** See *Principles & Choices* Student Book 3: Ethics and Justice, Chapter 4, pages 69-72.

Week 15 Application of Principles to Euthanasia

- (1) Euthanasia and the principles of **Non-Maleficence** and **Consistent Ends and Means**
- (2) Euthanasia and the principles of Full Human Potential and Natural Rights
- (3) Euthanasia and the principles of The Hierarchy of Rights and Limits to Freedom



Homework: None

Week 16 Review

Homework: None

Week 17 Action Planning

Sample Plan - 8 Weeks

Week 1 Happiness

Refer to the "Facilitator's Guide" for suggestions. For help, see *Principles & Choices* Student Book 1: Identity and Values, Chapter 1:

Pages 1-5 Four Levels of Happiness

Pages 6-9 Happiness Level 1

Pages 10-15 Happiness Level 2 Pages 16-28 Happiness Level 3

Pages 16-28 Happiness Level 3

Pages 29-34 Happiness Level 4

Homework: Assign 3 people (or 3 small teams of two or three people) to become "experts" on the following topics for next week's meeting:

- (1) Four Levels of **Success** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 2, pages 38-45.
- (2) Four Levels of **Quality of Life** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 2, pages 47-54.
- (3) Four Levels of **Love** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 3, pages 55-79.



Week 2 Success, Quality of Life, and Love

(a.i.1.1) Four Levels of Success

(a.i.1.2) Four Levels of Quality of Life

(a.i.1.3) Four Levels of Love

Homework: Assign 1 person (or team) to prepare a chart that aligns each level of success, quality of life, and love with the Four Levels of Happiness from last week.

Assign 2 other people (or teams) to become "experts" on the six "Level 3 and 4 Principles" (three principles each) found in *Principles & Choices* Student Book 1: Identity and Values, Chapter 4, page 82.

Week 3 Level 3-4 Principles

Chart of **Four Levels** of Happiness, Success, Quality of Life, Love Level 3-4 Principles 1, 2, & 3 Level 3-4 Principles 4, 5, & 6

Homework: Assign 2 people (or teams) to become "experts" on applying Level 3-4 Principles to

- (1) **Abortion** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 4, page 83-94.
- (2) **Euthanasia** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 4, page 95-98.

Week 4 Applying Level 3 and 4 Principles to Abortion and Euthanasia

- (1) Abortion
- (2) Euthanasia

Homework: Assign 3 people (or teams) to become "experts" on the following topics for the next week meeting:



(a.i.1) "What is Truth?" "Two kinds of Truth," "Self-Evident Truth," and "Factual Truth" – See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 1, pages 1-3, 5, 7. (a.i.2) "Relativism," "Evidence of Truth in the Physical World," "Is Reality Just an Illusion?" and "Is there also Ethical Truth?" – See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 1, pages 4-5, 7-9.

(a.i.3) "Common Understanding," "Reason," "Conscience," "Divine Revelation" – See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 1, pages 10-15.

Week 5 Truth

- (1) "What is Truth?" "Two kinds of Truth," "Self-Evident Truth" and "Factual Truth"
- (2) "Relativism," "Evidence of Truth in the Physical World," "Is Reality Just an Illusion?" and "Is there also Ethical Truth?"
- (3) "Common Understanding," "Reason," "Conscience," and "Divine Revelation"

Do the "You Try It!" exercise on page 4 of *Principles & Choices*Student Book 2: Truth and Reason, Chapter 1, page 4......15 minutes

Homework: Assign 4 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) Ten Universal Principles and Definitions See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 18-21.
- (2) Principle of **Non-Contradiction** See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 21-22.
- (3) Principle of **Complete Explanation** See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 23-24.
- (4) Principle of **Objective Evidence** See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 2, pages 24-25.

Week 6 The Principles of Reason

Each "expert" takes 10 minutes to brief the group on his/her topic:

- (1) Ten Universal Principles and Definitions
- (2) Principle of Non-Contradiction
- (3) Principle of Complete Explanation
- (4) Principle of **Objective Evidence**

Life in a Flash flip cards #2 and #4......20 minutes

Choose a leader for each card. Leader should hold the card so that others can read the front of the card not see the back. After discussing the "Challenge" questions, the leader should pose the "Application" scenarios on the back of the card. Leader can guide discussion using the "Discussion Tips" at the bottom of side 2. Allow 10 minutes per card for discussion.



Homework: Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "How to Define Something" and "Subjective Definitions" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 3, pages 28-29.
- (2) "Four Steps to Uncovering a Real Definition" and "Testing Our Theory on an Acorn" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 3, pages 30-33.
- (3) "Defining a Human Person" and "Agape" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 3, pages 33-37.

Week 7 Defining the Human Person

- (1) "How to Define Something" and "Subjective Definitions"
- (2) "Four Steps to Uncovering a Real Definition" and "Testing Our Theory on an Acorn"
- (3) "Defining a Human Person" and "Agape"

Homework: Assign 3 people (or teams) to become "experts" on the following topics for next week's meeting:

- (1) "Abortion and the Principle of Non-Contradiction" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, pages 42-43.
- (2) "Abortion and the Principles of Complete Explanation" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, page 44-48.
- (3) "Abortion and the Principles of Objective Evidence" See *Principles & Choices* Student Book 2: Truth and Reason, Chapter 4, page 49-50.

Week 8 Application to Social Issues

- (1) Abortion and the Principle of Non-Contradiction
- (2) Abortion and the Principles of Complete Explanation
- (3) Abortion and the Principles of Objective Evidence



Discussion of next steps/action planning10 minutes					
Sample Plan – 4 Weeks					
Week 1	Happiness				
Watch	Four Levels of Happiness DVD30 minutes				
Ref	ion				
	mework: Assign 3 people (or 3 small teams of two or three people) to become "experts" on following topics for next week's meeting:				
	 (1) Four Levels of Success – See Principles & Choices Student Book 1: Identity and Values, Chapter 2, pages 38-45. (2) Four Levels of Quality of Life – Principles & Choices Student Book 1: Identity and Values, Chapter 2, pages 47-54. (3) Four Levels of Love – See Principles & Choices Student Book 1: Identity and Values, Chapter 3, pages 55-79. 				
Week 2	Success, Quality of Life, and Love				
Exp	pert presentations				
	(a.i.1.1) Four Levels of Success (a.i.1.2) Four Levels of Quality of Life (a.i.1.3) Four Levels of Love				
Listen to Robert & Emma Audio, Act 1: Choosing Andrew					
	mework: Assign 1 person (or team) to prepare a chart that aligns each level of success, ality of life, and love with the Four Levels of Happiness from last week.				
Assign 2 other people (or teams) to become "experts" on the six "Level 3 and 4 Principles" (three principles each) found in <i>Principles & Choices</i> Student Book 1: Identity and Values, Chapter 4, page 82.					
Week 3	Level 3-4 Principles				
Exp	pert presentations				
	Each "expert" takes 10 minutes to brief the group on his/her topic:				



Chart of **Four Levels** of Happiness, Success, Quality of Life, Love Level 3-4 Principles 1, 2, & 3 Level 3-4 Principles 4, 5, & 6

Homework: Assign 2 people (or teams) to become "experts" on applying Level 3-4 Principles to

- (1) **Abortion** See Principles & Choices Student Book 1: Identity and Values, Chapter 4, page 83-94.
- (2) **Euthanasia** See Principles & Choices Student Book 1: Identity and Values, Chapter 4, page 95-98.

Week 4 Applying Level 3 and 4 Principles to Abortion and Euthanasia

- (1) Abortion
- (2) Euthanasia

Discussion of next steps/action planning......10 minutes

ALTERNATE Sample Plan – 5 Weeks (to include material from all three books) Prior to the first week, assign students the following homework.

Homework: Assign four students (or four small teams of two or more students) to become "experts" on the following topics for next week's meeting:

- (1) **Happiness Level 1** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 6-9.
- (2) **Happiness Level 2** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 10-15.
- (3) **Happiness Level 3** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 16-19.
- (4) **Happiness Level 4** See *Principles & Choices* Student Book 1: Identity and Values, Chapter 1, pages 20-35

Week 1 Happiness

- (1) Happiness Level 1
- (2) Happiness Level 2



Watch Fo	(3) Happiness Level 3 (4) Happiness Level 4 ur Levels of Happiness DVD
Discus	ssion
	work: Assign 3 students (or 3 small teams of two or more students) to become "experts" e following topics for next week's meeting:
	(1) Four Levels of Success & Quality of Life – See <i>Principles & Choices</i> Student Book 1: Identity and Values, Chapter 2, pages 36-54.
	(2) Four Kinds and Four Levels of Love – See <i>Principles & Choices</i> Student Book 1: Identity and Values, Chapter 3, pages 55-79.
	(3) Application to Abortion & Euthanasia – See <i>Principles & Choices</i> Student Book 1: Identity and Values, Chapter 4, pages 81-100.
Week 2	Success & Quality of Life, Love, Application to Abortion & Euthanasia
Exper	t presentations
	(4) Four Levels of Success & Quality of Life(5) Four Kinds and Levels of Love(6) Application to issues of Abortion & Euthanasia
Discus	ssion10 minutes
Listen	to Robert & Emma Audio, Act 1: Choosing Andrew
Discus	ssion
	work: Assign 3 students (or 3 small teams of two or more students) to become "experts" e following topics for next week's meeting:
	 (1) Truth – See Principles & Choices Student Book 2: Truth and Reason, Chapter 1, pages 1-15. (2) Principles of Reason, Application to Abortion and Euthanasia – See Principles & Choices Student Book 2: Truth and Reason, Chapter 2, pages 17-25 & Chapter 4, pages 39-51. (3) Defining the Human Person – See Principles & Choices Student Book 2: Truth and Reason, Chapter 3, pages 27-38.
Week 3	Truth, Principles of Reason, Defining the Human Person, Abortion & Euthanasia
Exper	t presentations

- (1) Truth
- (2) Principles of Reason, Application to Abortion and Euthanasia



(3) Defining the Human Person	
Discussion	tes
Listen to Robert & Emma Audio, Act 2: Robert's Burden30 minu	tes
Follow along with the printed script, or download and print Robert & Emma handout here: http://www.principlesandchoices.com/educators/free-resources/.	
Discussion5 minute	? S
Homework: Assign 3 students (or 3 small teams of two or more students) to become "expert on the following topics for next week's meeting:	s"
 (1) Principles of Ethics, Principles of Justice – See Principles & Choices Student Book 3 Ethics and Justice, Chapter 1, pages 1-8, Chapter 2, pages 9-21. (2) Freedom – See Principles & Choices Student Book 3: Ethics and Justice, Chapter 3 pages 23-41. (3) Application to Abortion & Euthanasia – See Principles & Choices Student Book 3 Ethics and Justice, Chapter 4, pages 43-73. 	,
Week 4 Principles of Ethics and Justice, Freedom, Abortion & Euthanasia	
Expert presentations	tes
1) Principles of Ethics, Principles of Justice 2) Freedom 3) Application to Abortion and Euthanasia Discussion	tes
Listen to Robert & Emma Audio, Act 3: Emma's Dream	tes
Discussion	tes
Week 5 Physician-Assisted Suicide and Review	
Listen to Robert & Emma Audio, Act 4: Final Choices	
Discussion	
Play the LIFE in a FLASH flip card game20 minu	tes



Philosophical Foundations Activities Guide

Now it's time to share what you've learned in the Philosophical Foundations Kit! In this section, you will find a variety of pro-life activities that your club can do to educate and evangelize others in your school and community to respect and defend all human life, from the unborn, to the disabled, the elderly, and the terminally ill. You'll notice that each activity focuses on teaching others the principles you've learned in the PF Kit. Read through the activities, including the steps for success and necessary equipment and materials, and highlight the ones that you like best. We recommend selecting at least five activities per semester. Then create a schedule on a calendar which will help you keep track of your activities and plan enough time to prepare for each one.

Be sure to email us with any questions or concerns, and don't forget to write us a note after a successful project to tell us how it went! You can contact Healing the Culture at https://healingtheculture.com/about/contact/.

1) After School Movie: The Four Levels of Happiness

Sponsor an after-school showing of the Four Levels of Happiness DVD, and offer students the chance to take The Preference Test at the end of the showing.

Practical steps for preparation:

- We recommend reviewing the Students for Life of America Movie Screening Guide for relevant tips on hosting such an event, which is included as an appendix to this User's Guide.
- Secure approval from the school administration for this event. Your faculty advisor can likely assist with this.
- Secure the technology for the event. Your school should be able to provide a large screen TV or video projector. Again, your faculty advisor may be able to help coordinate this. Test all technology well before the event to ensure it works properly. You will want to play the entire DVD (included in your Philosophical Foundations Kit) to ensure there are no issues with either video or audio quality.
- Design posters, flyers, and social media graphics to help advertise the event.
- NOTE ON COPYRIGHT ISSUES: As noted in the SFLA Movie Screening Guide, copyright laws generally mean you cannot list the name of the movie being shown on any flyers, emails, etc. However, in this case, Healing the Culture is the copyright holder for Four Levels of Happiness, and we have extended limited permission for public showings of this program. This limited per mission grants student pro-life groups who receive the Four Levels of Happiness video as part of the Philosophical Foundations pro-life kit the right to advertise a public screening of the video through the use of flyers, email, text messages, print ads, social media and other means.

Event agenda:

• Welcome & introductory remarks

• Show DVD, Four Levels of Happiness

• Distribute copies of The Preference Test

• Discussion / sharing

5 minutes

27 minutes

10 minutes

18 minutes



Special notes on The Preference Test:

A copy of *The Preference Test* is located in the small insert that was included with the *Four Levels of Happiness* DVD. Please make sufficient copies for the number of students you believe are likely to attend, and also have pens or pencils available to provide students to complete the test. The Preference Test was written by Fr. Richard Veras (St. Joseph's Seminary, Dunwoodie, New York) and limited permission has been granted to make photocopies for student use.

When you hand out copies of The Preference Test, it is crucial to read the instructions aloud – especially the note in question number one. Students must understand that the test is about an honest assessment of desires. Students are not being asked whether they think each statement is objectively true or not, or whether they think most people in society would agree or disagree with the statement, but rather which statement they would prefer to be true.

Allow sufficient time for students to complete the test. Although there are only eight questions, the questions speak to the deepest issues of meaning and purpose in life, and you may find many students struggle to complete it. After all students are finished, encourage a discussion about what they thought about the questions.

It's not uncommon, even in Christian schools, that you will encounter students who do not believe in God, and even some who are offended that anyone would make an assumption that God exists.

The purpose of this test is to help students personally experience indications of God's existence through their own desires. If students are being authentic, nearly every one of them will admit that they desire to see loved ones again after they die... that they desire that there is a God who loves them like a father... that they desire that they are more than the sum total of their biological parts, etc. The ancient Greek philosopher Aristotle (384 – 322 B.C.) showed that our desires point to reality. If you desire something, there must be a reality which can fulfill that desire; otherwise there would be nothing to elicit the desire from you in the first place. If you can get fellow students to admit that they agree with most of the answers in the key below, it will be, for some of them, a first step toward seriously entertaining the reality of God.

You may encounter a student who denies desiring any of the things on the test that point to God's existence. Take the discussion opportunity to press them on what they really desire. For example, if they argue that when someone they love dies, they prefer for that person to never exist anymore and never see them again, challenge them on what this means about their definition of love. If they argue that they don't want to want God to exist, your battle is over. They have just admitted that they desire for God to exist, but don't want to admit it.

1) B 5) B 2) A 6) B 3) A 7) B 4) A



The final question, No. 8, asks students if they thought the test was easy or hard. You may want to initiate the group discussion by asking students how they responded to Question 8. You may find the following commentary by test author Fr. Richard Veras to be useful on this point:

"The test has to do with your desires. The last question asks whether the test is easy or hard. To my surprise, many students have responded that the test was hard, because they are not accustomed to looking sincerely at their own desires. How many of us do not look at our own experience without first subjecting it to the prism (prison?) of our ideologies or the influences exerted upon us by the cultural claims that currently prevail?

"It is my hope that those who have an aversion to truth will find it interesting, and thus worthy of further consideration, that the Christian claim seems to correspond to all of our human desires, while the atheist proposal levels them, and the agnostic position leaves them floating in limbo. Is the life that is in us trying to tell us the truth? Do we dare to trust it?" (emphasis added)

2) After School Forum: What makes life worth living?

Sponsor an after school viewing of videos that profile two persons, Diane Rose and Nick Vujicic, who live happy and fulfilling lives despite their experience of serious physical disabilities. Follow videos with a discussion about how Rose and Vujicic challenge our notions about happiness, success, and what makes life worth living.

Practical steps for preparation:

- Secure approval from the school administration for this event.
- Secure the technology for the event. Your school should be able to provide a large screen TV or video projector. Again, your faculty advisor may be able to help coordinate this. Test all technology well before the event to ensure it works properly.
- The videos of Diane Rose and Nick Vujicic are available through the Principles and Choices web site (www.PrinciplesandChoices.com). Enter code PCS147 for the Diane Rose video, and PCS148 for the Nick Vujicic video.
- Alternatively, you can utilize the following YouTube Links, which were working as of the date of publication of this User's Guide (September 2016).
- Diane Rose video: https://www.youtube.com/watch?v=7lfaSmDxVZQ
 Nick Vujicic video: https://www.youtube.com/watch?v=ciYk-UwqFKA
- Option: you may also show a second video of Nick Vujicic's "daily life" routines by using the following link: https://www.youtube.com/watch?v=zEtPbRSOI7o
- Be sure that you have a reliable, high speed Internet connection so that the videos will play without awkward interruptions.
- Design posters, flyers, and social media graphics to help advertise the event.



Event agenda:

Welcome & introductory remarks
Show Diane Rose video
Show Nick Vujicic video
Optional "Daily Life" Nick Vujicic video
Discussion / sharing
5 minutes
6 minutes
4 minutes
30 minutes

Tips for fostering discussion:

Here are questions that can help spur discussion after watching these videos -

- a. How much quality of life do Diane and Nick think they have?
- b. What percentage of people do you think would abort their child if they knew he would be born with no arms or legs, or she would be born blind?
- c. How do you think you would feel if you knew you were going to give birth to such a child?
- d. Do you think it is possible to feel scared, angry, and horrible about a situation like this, but still have the courage and grace to do the right thing?
- e. How many of you think you would make a good parent to a child such as Nick or Diane? What do you think it would take to be a good parent?
- f. What do you think the world would be like if there was no Nick Vujicic? No Diane Rose?
- g. Do you think that Diane had a right to life when she was in the womb? What about Nick?
- h. What do you think about people who say they are pro-life, but they believe abortion should be allowed if the baby is going to be born disabled?

3) After School Movie: A Man for All Seasons

Sponsor an after-school showing of A Man for All Seasons.

Practical steps for preparation:

- We recommend reviewing the Students for Life of America Movie Screening Guide for relevant tips on hosting such an event, which is included as an appendix to this User's Guide.
- Secure approval from the school administration for this event, if required.
- Because of the length of A Man for All Seasons (two hours), consider in your event planning whether you will need to divide the screening of the film into two separate sessions.
- The film you should obtain is the 1966 production of A Man for All Seasons, starring Paul Scofield as Thomas More (not the 150-minute, 1988 version starring Charlton Heston). This iconic masterpiece won numerous Oscars at the 39th Academy Awards, including Best Picture, Best Director, and Best Actor. It is one of the best-known and most critically acclaimed films of all time. A Man for All Seasons is available for purchase through many of the most common outlets: Amazon, iTunes, YouTube, etc. It can be rented for \$3-4, but the film may be purchased for as little as \$10, which offers more flexibility for repeated showings.
- Secure the technology for the event. Your school should be able to provide a large screen TV or video projector. Your faculty advisor may be able to help coordinate this. Test all technology
- Design posters, flyers, and social media graphics to help promote your event.



Event agenda:

Welcome & introductory remarks
 Screening of film, A Man for All Seasons
 Discussion / sharing
 5 minutes
 120 minutes
 30 minutes

Discussion Notes for A Man for All Seasons

The play A Man for All Seasons by Robert Bolt (later made into a movie by the same name) is based on the true story of Sir Thomas More, the Chancellor of England in the early 16th century. More refuses to sign an oath approving King Henry VIII's plan to divorce his wife in order to marry his mistress. Because of his refusal, he faces the serious charge of treason which carries a sentence of death.

This production is especially meaningful for those involved in the pro-life movement, because it raises a fundamental question: "What price are you willing to pay to stand up for what you know to be right and true?" In the case of Sir Thomas More, the price he paid was his own life. Relatively few pro-life advocates have had to lay down their lives to defend their beliefs, but many have had to endure lesser sufferings: the scorn of others, job discrimination, political opposition, lawsuits, and similar challenges. This film challenges pro-life people to think about opposition we may face from those in power who oppose our beliefs.

In the first half of A Man for All Seasons, a young man named Richard Rich is angry that Thomas More has declined to hire him for a job. He observes that More is being investigated for treason, and then insists on being hired for a position. In other words, he is threatening to betray More unless he is hired. More refuses to accept the bribe and Richard Rich angrily departs. The following exchange (edited for length) then occurs between More and his family. In the first line, Roper is referring to arresting Richard Rich.

Roper: Arrest him!

Alice: Yes!

More: For what?

Alice: He's dangerous!

Roper: For libel; he's a spy.

Margaret: Father, that man's bad.

More: There is no law against that.

Roper: There is! God's law!

More: Then God can arrest him.

Alice: While you talk, he's gone.

More: And go he should, if he was the Devil, until he broke the law!

Roper: So now you give the Devil benefit of law!

More: Yes. What would you do? Cut a great road through the law to get after the Devil?

Roper: I'd cut down every law in England to do that.

More: Oh? And when the last law was down, and the Devil turned round on you – where

would you hide, Roper, the laws all being flat? This country's planted thick with laws from coast to coast – man's laws, not God's – and if you cut them down – and you're just the man to do it – do you really think you could stand upright in the winds that would

blow then? Yes. I'd give the Devil the benefit of law, for my own safety's sake.



DISCUSSION SET 1:

- 1. More is making an argument here that you cannot ignore human laws that protect other people in order to benefit yourself. Once you choose to ignore laws for your own benefit, then you cannot expect others to respect laws when you need them to protect yourself. What imagery does More use to make this point?
- 2. How does this point apply not just to human laws, but also to principles like, "Do unto others what you would have them do unto you"?
- 3. A woman steals money from her employer and hides it in her bedroom. Later, her roommate steals the money from her. Does the first woman have a right to call the police on her roommate?
- 4. There are laws in the United States that prevent businesses from exploiting workers, such as requiring them to work overtime in poor conditions for no pay. In order to get around the extra cost this creates, the top executives of a company decide to lay off all their domestic workers, and set up factories in foreign countries that don't have laws protecting workers from this kind of exploitation. The U.S. company gets a lot more work out of the foreign laborers, and pays them a fraction of the wages. Is this right? Suppose the company is later boycotted for doing this. Their profits suffer and they have to lay off some of the top executives who made the original decision to get around U.S. law. Would those executives be justified in saying that they were treated unfairly by the company?
- 5. The United States has laws that prohibit killing innocent human beings. What were the consequences when the Supreme Court ignored those laws in order to legalize abortion?

Throughout the play, Sir Thomas More holds fast to the principle that King Henry's divorce from his wife Catherine would be against God's law. Even when he is imprisoned and threatened with execution, he still will not sign an oath that declares his support for the King's divorce, nor will he support the King's action in proclaiming himself (rather than the Pope) as the supreme head of the Church of England. Near the end of the play, More's family visits him in prison and attempts to persuade him to sign the oath and come home.

Knowing that he is a man of principle, his daughter Meg pleads with him to just "say the words of the oath, and in your heart think otherwise." But More is unwavering to the end. In a famous scene, he tells Meg:

"What is an oath... but words we say to God? ... When a man takes an oath, Meg, he's holding his own self in his own hands. Like water. And if he opens his fingers then — he needn't hope to find himself again."



DISCUSSION SET 2:

- 1. What does Sir Thomas More mean by this?
- 2. Do you think he is crazy not to take the oath?
- 3. What are the consequences to Sir Thomas More's reputation if he were to turn away from his principles?
- 4. What are the consequences to his character (the essence of who he was)?
- 5. What is the message that he sends to all of his countrymen, especially young people, if he betrays his principles?
-]6. Think to yourself... would you be able to do what Sir Thomas More did? Are principles important to you? If you betray your own principles, do you think that your very self would slip through your own fingers like water, as More says?



4) Letter to the Editor project

Each group member composes a letter to the editor for a local news outlet, commenting on an issue related to abortion or euthanasia, using one or more of the principles learned through the Philosophical Foundations project.

Practical steps for preparation:

- Writing letters to the editor to local news outlets is a great way to educate people and help change hearts and minds. Letters to the editor serve to educate readers, inform media sources about the values of their audience, and call local leaders to responsible action.
- Letters to the editor stand the best chance of being published if they are relevant or responsive to a current news story or editorial that has recently appeared in the media. It's fairly easy to find current news stories related to life issues such as abortion and euthanasia, by using Google and searching for terms like "abortion + [your state/city]". The LifeNews.com website also has a search engine that can lead you to stories about life issues in your state or city.
- Find out before sending a letter if the media source has rules about the length of the letter, and abide by that limit. If no limit is stated, be sure to impose a limit on yourself of less than 300 words.
- Be positive and rational. Do not attack, dehumanize, insult, threaten, or divide. Always assume the best intentions on the part of those to whom the letter is directed -- especially if your letter is directed to the staff or editors of the media outlet. Seeing the best in people is more likely to bring the best out of them. Insulting people with rude, angry, defensive, or unkind remarks, even if they are clever and humorous, will likely harden the division that already exists, and may even anger people who would otherwise agree with you in principle.
- Don't try to cover too much ground, or address too many separate arguments or anticipated responses from opponents. It is better to carefully set out one argument or theme, and develop it well, than to try a "shotgun" approach where you throw out a whole bunch of assertions and slogans without having the time or space to actually be persuasive on any one of them.
- Include your name, school, and a phone number (so that the newspaper can verify that you actually wrote the letter).
- Follow any other guidelines set out by the news media outlet. If your letter is published, send a very short 'thank you' letter, email, or voicemail.

5) Respect Life Snippets for School Announcements

Project: Work with your school administration for permission to have your pro-life club read the daily announcements for two weeks (10 days). During your assigned two weeks, insert one of the 30-second Respect Life snippets per day to educate your teachers and fellow students about the important principles that lead to pro-life convictions.

Details: Below is a list of things to do to make this project a success. The sheet of ten snippets is also included here.



1) Make sure you are transparent and communicate to your school leaders exactly what you are going to do, so that there are no surprises. They will want to see the snippets so that they can give approval to the text. Set up a meeting with the correct person in charge to discuss this. Be polite and confident. TIP! In your meeting, you might say, "Thank you for agreeing to meet with us, Mr. Kowalski. We're very grateful that our school administration supports our pro-life club, and we want to do more to educate our school about the value and dignity of all human life in a way that is respectful and helpful to the other students, but also gets attention. Something we have been studying in our club are ten different principles of logic, ethics, and justice that lead to pro-life beliefs. We think you'll agree that they're very important principles that every student should know. We have a special project we would like to do, and we need your help. We would like to ask if you would give our club permission to read the morning announcements for 10 days. They can be ten days in a row, or maybe ten Mondays in a row, or something like that. At the end of each day's announcement, we would read a 30 second "Respect Life Snippet." Each snippet teaches one of the principles and then applies it to respect for human life. I have copies of the snippets here for you to read and approve. (Give the administrator two or three copies to share with others who may be involved in the decision.) We'd like your approval on the snippets within a week or two so that we can start to practice and be ready. May we please have your permission to do the project and work with school staff to schedule the ten days?"

TIP! If your administrator thinks that ten days is too many, suggest 8, 6, or even 5, and then work with him or her to select the best ones to read. Perhaps the next school semester or year you can come back to do the others.

TIP! Print out the snippets on nice paper, and put them in professional folders with a label that says, "Respect Life Snippets for School Announcements," the name of your club, and your name and contact information. This is what you will hand to the administrator(s) with whom you are meeting.

2) Once you get approval and set the dates, choose someone from your group who can read the school announcements and snippets articulately and confidently, without stumbling, rushing, or mumbling. Make sure the person can read with dignity and professionalism. If your reader cannot do it without giggling or acting funny, it will reflect poorly on your group and on the activity, and you will probably not be allowed to do it in the future.

TIP! You might choose more than one person, and take turns each morning. That will be helpful if one person is tardy or absent on the morning of an assigned day. But DO NOT have two different people try to read one snippet together. That can get distracting and difficult to listen to. One person should read an entire snippet.

- 3) The person(s) who will be reading the snippets should practice a few times at least once in front of other people before you "go live" in front of the entire school. It's a really good idea to stay after school and ask the speech or theater teacher to help you practice once or twice.
- 4) When you are reading the snippets, be as professional as you can. Remember that what you are reading may change someone's heart and even has the potential to save a life.
- 5) After the project is complete, send a "thank you" letter to the administrator who gave you permission. You might consider making this an annual project, or perhaps every two years.
- 6) Finally, send Healing the Culture a quick note letting us know what school and city you are from, and how the project went. Be sure to tell us about any obstacles you encountered, good news you have to share about the project, and your ideas for other school projects. Submit your note to: https://healingtheculture.com/about/contact/.



RESPECT LIFE SNIPPETS FOR SCHOOL ANNOUNCEMENTS

Snippet 1: The Four Levels of Happiness. "And now for a Respect Life Snippet. Everybody wants to be happy, but did you know that there are four different kinds of happiness? Level 1 is physical pleasure and possessions, like eating an ice cream cone. Level 2 is ego-gratification, like being popular. Level 3 is doing a good beyond yourself, like having compassion for someone else. And Level 4 is accepting and imitating God's unconditional truth, justice, and love.2 Having respect for ALL of human life, from the unborn child to the terminally ill, is part of choosing to live for Happiness Levels 3 and 4. This message brought to you by Students for Life of XYZ School."

Snippet 2: Principle of Non-Contradiction. "And now for a Respect Life Snippet. The Principle of Non-Contradiction teaches us that something cannot be both X and not-X in the same respect at the same place and time. So a square cannot be a circle, and Queen Elizabeth cannot be both dead and alive at the same place and time. On the question of abortion, sometimes people will argue that 'the fetus is a person if you want it to be, but not if you don't.' But two observers having differing viewpoints cannot cause a fetus to be a person and a non-person in the same respect at the same place and time. One of them must be wrong. This message brought to you by Students for Life of XYZ School."

Snippet 3: Principle of Complete Explanation. "And now for a Respect Life Snippet. The Principle of Complete Explanation shows us that logically, the best explanation is the one which accounts for the most data. You may have heard the argument that 'the embryo is not a person because it doesn't look human.' But the way someone looks offers insufficient data for defining human persons. The fetus contains not only a complete human genome, but also a very real potential for participating in the human and divine community, just as adolescents and adults do. This message brought to you by Students for Life of XYZ School."

Snippet 4: Principle of Objective Evidence. "And now for a Respect Life Snippet. The Principle of Objective Evidence explains that if a claim is to be considered reasonable, you must provide evidence that can be verified by other people. Another way of looking at this principle is, if you arbitrarily make a claim without any evidence to back it up, then other people can arbitrarily deny it. Some people argue that abortion should be an option when a child will be born with a disability, because disabled people cannot live meaningful lives. But there is no publicly verifiable evidence to support this claim. Millions of people with disabilities DO live meaningful lives. This message brought to you by Students for Life of XYZ School."

Snippet 5: Principle of Non-Maleficence. "And now for a Respect Life Snippet. The Principle of Non-Maleficence tells us, 'Do not do unto others what you would not have them do unto you.' It teaches us that when we are in doubt, we should avoid any potential harm we might cause. Some people argue that since society is uncertain about whether the fetus is a human person, it is best to assume that it is not. But the harm that is caused if the fetus is a human person is death, so we should actually assume that the fetus is a person unless it can be proven otherwise. This message brought to you by Students for Life of XYZ School."



Snippet 6: Principle of Consistent Ends and Means. "And now for a Respect Life Snippet. The Principle of the Ends Do Not Justify the Means holds that you cannot use an evil method to achieve a good result. When a doctor uses embryonic stem cells to treat a person's disease, the only way to get those stem cells is through the deliberate destruction of the unborn child. The grave harm of killing an embryonic person to extract stem cells does not justify the good that may come from curing someone else's disease. And besides, the use of adult stem cells shows far more promise, and does not require killing anyone to extract those cells. This message brought to you by Students for Life of XYZ School."

Snippet 7: Principle of Full Human Potential. "And now for a Respect Life Snippet. The Principle of Full Human Potential holds that you cannot judge the intrinsic worth of a person by the development they have achieved at a particular point in time. You can only judge someone's worth by what they are capable of achieving at their highest potential. Some people will tell you that because a fetus is not fully developed, it is not worth as much as an adult. But intrinsic human worth comes from our potential to give and receive love. Since human fetuses have this same potential, they have as much intrinsic worth as we do. This message brought to you by Students for Life of XYZ School."

Snippet 8: Principle of Natural Rights. "And now for a Respect Life Snippet. Every human being has fundamental rights which are yours by nature, and which are not dependent on any outside source for validation. These rights are inalienable, which means that they cannot be removed. You may hear people arguing that fetuses don't have a right to life because Roe vs. Wade declared them to be nonpersons. But no court has the authority to cancel fundamental human rights. Natural human rights belong to human beings by their existence. The government is obliged to protect natural rights, and does not have the authority to cancel them. This message brought to you by Students for Life of XYZ School."

Snippet 9: Principle of the Hierarchy of Rights. "And now for a Respect Life Snippet. The Principle of the Hierarchy of Rights shows us that any right which is a necessary condition for the very possibility of another right's existence is the more fundamental one. So let's say you have two human rights that are in conflict. The more fundamental right should take priority. Some people argue that abortion is necessary to protect a woman's liberty. But life is a condition that is necessary for the very possibility of liberty, and so LIFE is a more fundamental right. Life must be protected first. This message brought to you by Students for Life of XYZ School."

Snippet 10: Principle of Limits to Freedom. "And now for a Respect Life Snippet. The Principle of Limits to Freedom holds that we cannot create a new right for some people if it becomes a burdensome duty for others. So, for example, one person's right cannot become another person's duty to die. Some people say that terminally ill people who choose suicide should have the right to a doctor's assistance. But the number of vulnerable persons who would become victims of that option is vast. For example, patients who are lonely, elderly, poor, uninsured, disabled, minority, or who have low self-esteem or ill-intentioned relatives may feel pressured to die because they are treated like a burden. This message brought to you by Students for Life of XYZ School."



6) All-School Debate

Project: Find a forum in which you can participate in a debate on abortion or euthanasia, representing the pro-life side. Then, work together as a club to develop the pro-life case using some or all of the ten principles. If you can have the debate video or audio recorded, post it online. If no one in your club is willing or able to actually do the debate, you can approach the school's debate club, team, or teacher, and see if they can find a student who will work with you on the project below.

Details: This project can be done in a variety of different ways, depending on the forum(s) that are accessible to you.

- 1) Find the forum. You can set up an all-school debate by asking the debate teacher to find a student who would take the pro-choice side. Establish the format of the debate, and present it to the entire student body on a particular day. If that is not possible, perhaps you can present the debate to all the speech or debate classes. If you are not already on the debate team at your school, consider joining it so that you can incorporate the ten principles into debate practices and competitions whenever possible. You might also be able to set up a community debate in a local senior center, the public library, a civic center, the town hall, or a local church. Avoid discarding this activity out of nervousness or fear. HAVE COURAGE. This is how you will learn, improve, and gain valuable skills for the future.
- 2) Write the case. Work as a team in your club to write a polished pro-life case using the ten principles in your Philosophical Foundations (PF) Kit. Each student in your club can be assigned one or more of the principles, and work on a short section of the case. You can find a lot of statistics, stories, examples, and other evidence in the three student textbooks in your PF Kit.
- 3) **Practice.** Be sure to practice the debate in your pro-life club. See if you can get the debate teacher to come and watch you practice and offer some tips and suggestions.
- 4) **Debate.** When you debate, always remember to be respectful, have integrity (don't fabricate evidence, etc.), show confidence, and stick to your points. Look at the audience when you speak. Your job is to educate and change the audience not to pummel or win over your opponent.
- 5) Record. If possible, have the debate videotaped or audio-recorded. Definitely have someone take photographs. Have other students from your club take notes.
- 6) Go viral! Upload the recording to your personal, school and club websites or Facebook pages.
- 7) **Report.** Send Healing the Culture a quick note letting us know what school and city you are from, and how the debate went. Be sure to tell us about any difficulty you encountered, good news you have to share about the debate, and your ideas for other school projects. Submit your note here: https://healingtheculture.com/about/contact/.
- 8) **Get Media Attention.** You can invite the media to attend the debate, such as a reporter with your school newspaper or local city paper. Or you can also write up a press release on the debate and submit it to your school newspaper and local city paper. This is an important step to keep the issue in front of the public, and to remind people in the community that we should all be involved in defending life in all of its stages. Be sure to submit photographs with the press release. You can go here to get tips and samples on how to write a press release:

http://www.mediacollege.com/journalism/press-release/format.html.



9) **Debrief.** In your next club meeting, have your members take out their notes from the debate and share their thoughts on how it went well, and what could have been done better. Talk about ideas for doing a debate next year, and what you would do differently.

7) Robert and Emma Drama Production

Project: Produce the 2-hour pro-life play, Robert and Emma by Camille Pauley. One copy of the script is included in your Philosophical Foundations Kit.

Details: You can produce this play for your entire school, or as an after-school event by invitation, or even in your greater local community – such as in a church, at the state fair or a senior center, or another public venue. If you produce it after school or outside of school, consider whether you want to make it free or charge for tickets. There are several steps involved in producing a play. The list below will help, but consider getting further help from your school drama department or a local theater.

- 1) **Decide how you want to produce the play** and get appropriate permissions from your selected venue. For example, if you want to produce it at school, talk to your drama teacher and the administration. If you want to produce it for the greater community in a church or public setting, talk to the pastor of the church or the overseer of the public venue.
- 2) **Get enough copies** of the printed play for every member of your pro-life club to have one. Remember to respect copyrights (see the copyrights page at the beginning of the printed script in your Kit). You can purchase additional copies here, where you will find discounts for bulk orders: http://www.principlesandchoices.com/store/.
- 3) **Once your copies arrive**, read the play aloud in your club, so that everyone is familiar with the script.
- 4) **Decide how many showings** you will have and on what day(s) and time(s). Decide whether the play will be offered free of charge, or whether you will charge an admission fee. Determine where the play will be held, and be sure to get written agreement to use the venue on the dates and times you have selected.
- 5) Once step (4) has been completed, contact the publisher, Healing the Culture, to get a license to produce the play. Contact information for Healing the Culture is on this sheet. (See the following "Sample Production Agreement" for an idea of what this license will look like.) The license may be free, or may cost you a small fee, depending on the circumstances of your production.
- 6) **Hold auditions.** You can ask the school drama teacher to help you with this. Perhaps you want only members from your pro-life club to be in it. Or maybe you want to open up auditions to anyone in the school, a church, or the local community.
- 7) **Decide who and what** you will need. (Ideas: a director, a production manager, stage hands, costumes, makeup, lights, props, a set, a stage, sound effects, music, etc.)



- 8) **Set a rehearsal schedule.** You will need enough copies of the script for each member of the cast and production team. Talk to the drama department at your school for advice about how to block, schedule, and run rehearsals.
- 9) **Work on** staging, lights, sound effects, music, costumes, makeup, etc. You may need quite a few volunteers, depending on how involved you want your production to be.
- 10) Advertise for at least one month prior to the production. Brainstorm all the different ways you can advertise. For example, if the play is going to be held at the school, put a notice in the school newspaper for several weeks prior to the run, include announcements in the morning intercom addresses, hang posters all over the school, send notices home with students or through email blasts, post to the school's website and Facebook page, and hand out flyers. You can purchase drama promotion posters here: http://www.principlesandchoices.com/store/.

If the play is going to be held in another more public venue, consider placing a notice in the local paper and in local church bulletins, hanging posters on public bulletin boards, being interviewed on various radio stations prior to the event, handing out flyers at the mall, asking businesses such as Christian bookstores to hang posters and to include advertisements in bags when people check out, etc.

- 11) **Invite** the school newspaper and/or local newspaper to a dress rehearsal of your production (no charge) so that they can run a story on it. They will want to take photographs, which is why you typically want to invite them to the dress rehearsal so that the photography does not disrupt the performance when you have a live audience. If you get a good review, it will also help generate an audience for you.
- 12) **Send Healing the Culture a note** letting us know what school and city you are from, and how the production went. Be sure to tell us about any problems you encountered, good news you have to share about the production, and your ideas for other school projects. Send us photographs of actors in different scenes so that we can post them on our website! Submit your note here, and ask for instructions on how to send photographs: https://healingtheculture.com/about/contact/.



SAMPLE ROBERT & EMMA DRAMA PRODUCTION AGREEMENT

Healing the Culture grants ————————————————————————————————————
venue) on the following date(s):, and for a total of production(s).
This license will be in accordance with the following provisions:
1. ADMISSION FEE: The Producer agrees that this Production [shall be presented free of any admission charge, and that no money is being earned by the Producer in exchange for producing the Play] or [shall have an admission fee of: \$].
2. LICENSE FEE: The Producer will pay a license fee of \$ — (USD). Checks should be made payable to "Healing the Culture," and should be mailed the address below. Payment is due upon signing this agreement, and this agreement is void if payment is not delivered.
3. RIGHTS: All rights, including professional, amateur, motion pictures, recitation, lecturing public reading, radio broadcasting, television, and the rights of translation into foreign languages are strictly reserved by the publisher (Healing the Culture).
4. NOTICES: The following notice must appear on all programs, printing, and advertising for the play: "Produced by special arrangement with Healing the Culture." Due authorship must be given on all programs, printing, and advertising for the play. The author of the play is Camille Pauley.
5. LIMITATIONS: The Producer shall not allow the Play, or any portion thereof, to be copied, filmed, videotaped, recorded, or broadcast by any person or entity other than Healing the Culture's agents without prior written consent of Healing the Culture.
6. CHANGES: Producer will make no changes to the play without prior written consent by Healing the Culture. Such changes will become the property of Healing the Culture, and Producer represents that it shall not imply or agree that the authorship of the Play is held by any person other than the author, or that the copyrights to the Play is held by any entity other than Healing the Culture.
Signature of Producer's authorized AGENT:
Print Name of AGENT above:
Date: Initial this line if payment is enclosed:



8) Robert and Emma Reader's Theater

Project: You can produce the Robert and Emma drama as a "radio play" or "reader's theater." This is a play that is produced through audio only, with little or no visuals. For example:

present the play in four half-hour acts over the course of four weeks, over your school's intercom system;

produce the play as "reader's theater" performing one act during lunch in the school cafeteria over four days, or over the course of four weeks;

audio-record the play and reproduce it on CDs to hand out as a free gift to fellow students. You will need a license from the publisher of the play for this option. The license may be free, or may cost you a small fee, depending on the circumstances of your production. Contact the publisher through the CONTACT page at www.healingtheculture.com.

Details: See the previous project (Robert and Emma Drama Production) for details that will help you in planning and preparing for this project. You can do an online search to learn more about reader's theater, or click here for a brief description: https://en.wikipedia.org/wiki/Reader%27s_theatre.

9) Put it to Practice

Project: Schedule a brainstorming session with your pro-life club to discuss ideas on how you can integrate these principles and pro-life arguments into the work you are already being assigned to do in your classes or extracurricular activities.

Details: Set aside two full club meetings – one for a brainstorming session and a second for a follow-up debrief meeting. If you have a lot of students in your club, you may need more than two total meetings. Announce the upcoming meeting and its purpose so that your club members can already begin thinking of ideas on their own before you meet. The goal of the brainstorming session is to identify one strong way that each student in your club can educate or evangelize other students and teachers through their current class assignments. Some examples follow.

- 1) A student on the debate team might commit to using the ten principles in upcoming practices or competitions.
- 2) A student who has an assignment to write and deliver a speech might write her speech on abortion using what she has learned from the Philosophical Foundations Kit.
- 3) A student who has a pro-choice teacher might resolve to respectfully challenge the teacher with some of these principles the next time that teacher brings up the subject in class.
- 4) A student with a writing assignment could find a way to incorporate some of these principles to make his case.



- 5) A student who works on the school newspaper or social media team might write a news article, opinion editorial, or blog entry arguing for respect for human life.
- 6) A student in a health class could bring up the issue of euthanasia in a class discussion and talk about the principle of limits to freedom.
- 7) A student in a biology or social justice class could do a project on destructive embryonic stem cell research and the principle of consistent ends and means.

In order to give everyone a chance to put their idea into practice, wait at least one month after your brainstorm session to hold the follow-up meeting. Assign someone the job of taking notes, and have each student discuss how their project went (what worked, what didn't, how other students responded, how the teacher responded, any transformations or conversions that occurred, positive and negative outcomes, etc.). Consider what might have been done differently to get better results. Share your notes with us at https://healingtheculture.com/about/contact/.

10) LIFE in a FLASH End-of-Year Gifts

Project: Do a fundraiser so that you can purchase LIFE in a FLASH flip-card sets for each student in your school to take home as a gift from your pro-life club.

Details: LIFE in a FLASH flip-cards are a wonderful tool for educating, evangelizing, and equipping your peers. The colorful and interesting cards are fun to read and easy to store for future use. They are small, attractive, and relatively inexpensive when purchased in bulk. Below are some tips for maximizing this project's potential.

- 1) Figure out how many card sets you need to purchase, and then calculate how much this project will cost. Healing the Culture sells these card sets with bulk discount pricing online. However, you should call our toll free number to ask for the lowest price for the quantity you need: (855) 664-6598. You might be able to get better pricing for larger orders. Be sure to calculate the shipping costs, or ask for a shipping estimate.
- 2) Plan various fundraisers throughout the year to raise the funds you need for this project. Depending on what you want to do, you may need to hold more than one fundraiser during the year. Contact Students for Life of America for club fundraising ideas.
- 3) You may want to affix a sticker to the back of each flip-card set with the name of your pro-life group, such as: "Compliments of Students for Life of Christian Academy!
- 4) Ideas for handing out the free gift card sets:
 - Find out how many students each teacher has, and give a crate of card sets to each teacher to hand out to students during their last class period.
 - Set up tables when students are arriving and departing for the day, or during lunch. Have big signs that say "FREE GIFTS!" with the name of your club, and hand them out to students when they approach.



- Give them out at all the exits during a whole-school event, such as prom, game day, pep rally, or all-school assembly. If you choose this idea, it might be best to distribute the card sets to students as they leave the event rather than when they are first arriving. This allows students to focus on the event for which they are gathering, and prevents the cards from being left behind in bleachers or on tables.
- Seek the cooperation of your school administration to help you distribute the card sets to all the students. See if they have another idea for how to make sure every student gets a set.

11) Deck the Halls

Project: Design and put up posters teaching the pro-life arguments you learned from your Philosophical Foundations Kit.

Details: You will need to get permission from your school administration for this project. They will probably want to see and approve each poster before they are actually hung. You should also follow all instructions on where and how you are allowed to hang posters. This is a simple project, but will require some creative planning and design skills.

- 1) Go to your school administration and let them know what you would like to do. It might be helpful to give them a copy of the two-page flyer you can download here: https://healingtheculture.com/files/7114/5885/0265/Ten_Principles_Flyer_Mar2016.pdf, which will help them to understand what you want your posters to be about. Ask for advance permission to create and hang the posters, and find out where you will be allowed to hang them. Highly traversed areas such as common areas, hallways, the cafeteria, the gym, and the school entrances are best.
- 2) Plan how many posters you want to create and what you want each one to convey. One idea might be to do ten posters one for each of the ten principles with an explanation of the principle, and an application to the abortion or euthanasia issues. You might also want to focus on just the four levels of happiness, designing posters that teach all four levels, but also that encourage students to spend most of their time pursuing Levels 3 and 4.
- 3) Think about how big each poster should be, what colors and fonts you should use to make them legible, and how you can make them attractive with color, photos, pictures, and graphics. Don't use so many words that no one will bother to stop and read them. Think about how to convey the point with as few words as possible, while still being clear. Do NOT use fonts that are so fancy that they are difficult to read. Do not use yellow or other light colors for lettering.
- 4) Be respectful of the school's property when you hang posters, avoiding anything that might damage walls or windows.
- 5) Take pictures of your posters and share them on your social media channels. Ask friends to link to your poster photos, and to forward them to others. Contact us at https://healingtheculture.com/about/contact/ for instructions on how to send us photos so that we can upload them to our website and social media for others to share.



12) Chalk the Chalkboards

Project: Chalk every chalkboard or dry erase board in the school with one of the ten pro-life principles you learned in your Philosophical Foundations Kit.

Details: This project will obviously only work if your school has chalkboards or dry erase boards. (If they have neither, you might be able to hang posters on classroom bulletin boards, or find another creative way to do the project.) We recommend the following strategy:

- 1) Don't just sneak into all the classrooms one night to do this project undercover. Get permission from your school administration. Many schools will be supportive of this project when they understand the exact messages you are going to write, and that it is temporary and will not take much space on the boards.
- 2) Decide which principles are most applicable to which classrooms. For example, the principle of non-maleficence would be good to chalk in a health classroom; the principle of non-contradiction is useful in a math classroom; the principle of beneficence can be chalked in a theology class; the principle of consistent ends and means might be used in a history room; the principles of most complete explanation or objective evidence could be chalked in a science room. The principles of natural rights or full human potential can be used in a social justice classroom.
- 3) After you get administrative permission, deliver a written letter to all the teachers letting them know about the project, the date you will chalk their boards, and the particular message that will be written on their particular board. Deliver the note at least five days before the project. Here is an example of what you might write:

Dear Mr. Williams: The Students for Life Club of XYZ High School has been studying ten important, universal principles of logic, ethics, and justice that are essential for a strong and healthy culture grounded in respect for human life and dignity. Attached is a flyer which lists all ten of these universal principles. We have obtained permission from the administration to do a special project, but we need your help!

After school on Monday, February 21, our club members will go to each classroom and write one of these ten principles on every chalkboard in the school. The principle we have selected for your classroom is highlighted on your flyer. We will be using a very small section of your chalkboard. Please feel free to draw a box for us to write in if you would like to restrict us to a certain section. While you can certainly incorporate the message of the principle into your lesson for the day, it is not necessary. The purpose of the activity is to make students aware of these important principles in a way that is fun, interesting, and engaging. We ask that you please not erase the principle that has been written on your board for at least the full day of February 21.

If students ask questions, feel free to re	fer them to our	r club for more	information. If you have any
questions or concerns, please contact		at	Thank you very
much for your assistance with our speci	al project!		



- 4) Depending on how many classrooms your school has, determine how many members of your club you will need in order to do this project in the time between when the school opens and when the first classes start. You should be finished by the time the bell rings for first period. You could also do this project after school, as long as it is clear to the custodians that they should not erase the boards.
- 5) Show up to the school before or after classes and write one of the ten pro-life principles on each classroom board in the school. If the teacher has not drawn a special box for you to write in, create your own box somewhere on the board, allowing room for the teacher to utilize the board throughout the day for lecture notes. This will give you the best chance of not having your message erased early in the day. In a best-case scenario, the faculty will have been already advised that you will be coming around to chalk their boards, and will not be surprised to see you there.
- 6) Underneath the principle you should write in smaller font, "This message brought to you by Students for Life of XYZ School."
- 7) Take pictures of some of the chalked boards and share them on social media. Ask friends to link and forward. Contact us at https://healingtheculture.com/about/contact/ for instructions on how to send us photos so that we can upload them to our website and social media for others to share.
- 8) A variation of this project would be to give every teacher in the school a copy of the flyer youcan download here: https://healingtheculture.com/files/7114/5885/0265/Ten_Principles_Flyer_Mar2016.pdf, and ask them if they would incorporate some of the applicable principles in their lectures or classroom discussions. It is not necessary for all the teachers to bring up the subjects of abortion and euthanasia. Even having teachers just teach the various principles that are useful to their course and applying them to their own course content would be a tremendous achievement for your club. The more your peers learn and embrace these principles, the easier it is to convert them to pro-life convictions.

13) Public Speaking Competition

Project: Host a speech contest with a pro-life theme. Invite an audience to the competition, and have an expert panel of judges to judge the competition. The winner receives an award, has his or her speech published in the school newspaper and on the school website, and competes in a local community-wide pro-life event.

Details: This project can either be done exclusively with members in your own club, or you can open it up to the entire school for participation. Below are some steps for a successful event.

1. The first thing you should do is decide whether you want this event to be a single event, or whether you prefer to join it with another pro-life speaking event. For example, your local Right to Life organization may have an annual pro-life speech contest for high school students. You can use your speech contest as a "practice" for students who want to compete at the larger event, or even to choose the best student to represent your school at the Right to Life event.



- 2. Choose a speech topic that everyone will use to write their speech. (If you are going to join your event with another pro-life speech contest, you should find out what their topic is and use that.) Some ideas are: "Why Roe vs. Wade Should Be Overturned." "Abortion Should Be Against the Law." "What it Means to Be Pro-Life." "Assisted Suicide is the Wrong Answer to Suffering."
- 3. Determine how long speeches should be. Anything between 7 and 10 minutes is good.
- 4. Set any rules you want to establish, such as whether there must be a certain number of expert sources cited, or whether there will be a dress code, whether a microphone will be allowed, or whether props can or cannot be used.
- 5. Choose a date and time for the speech contest. Find a location where you can get permission to host the contest. Work on getting any equipment you might need, such as microphone, projector, lighting, a stage, camera for taking photographs, video equipment for recording the event, etc.
- 6. Find a panel of three judges. Decide who will be the moderator of the event. The moderator will welcome everyone, introduce the topic, recognize each speaker, invite applause at the end of each speech, and announce the winner at the end of the event.
- 7. Decide what the award to the winner will be. It can be a plaque, money, gift card, item with your school logo on it, free tickets to an upcoming event, a bouquet of flowers, a free trip to the next stage in the competition (such as the state Right to Life speech contest), etc.
- 8. If you are opening the contest to all students, advertise the rules, the deadline to register, and the time and date of the event. Include contact information in case anyone has questions.
- 9. Begin working on your speeches! Use the material in the PF Kit to write your case. Be sure to use examples, illustrations, historical commentary, evidence and quotations from experts, thoughtful analysis, and support for every point you make. If you have not taken a public speaking class, get some after-school help from the speech teacher. If you are currently enrolled in a speech class, this will be a great opportunity to practice your speech in class for tips and help.
- 10. Advertise the event to the audience you would like to have in attendance. Brainstorm all the ways you can advertise. Be sure to advertise at least 2 weeks before the event.
- 11. During the event, assign someone to take photographs. Send photos and a copy of the winning speech to the local paper, television station, and to Healing the Culture at https://healingtheculture.com/about/contact/. We will post photographs and a copy of the winning speech on our website and Facebook page.



14) School Website TUP Page

Project: Create a dedicated page on your school website that teaches the Ten Universal Principles (TUP) for respecting and defending human life.

Details: Other than gaining permission to do this from your school's website administrator, this should be a very easy project. Find out who is in charge of your school's website, and ask if they would dedicate a page to the ten principles you have studied in your PF Kit. You can find the flyer to upload here: https://www.healingtheculture.com/files/7114/5885/0265/Ten_Principles_Flyer_Mar2016.pdf

15) Parent Take-Home Flyer

Project: This is a variation of the project above. See if you can find a way to work with the school administration to have the flyer in the link above printed and sent home to all the school parents Perhaps it can be accompanied by a letter from your student pro-life club, explaining that your club has been studying these principles and encourages parents to talk about them with their teens.

16) Canvas the City

Project: This is another variation of the project above. You can print quantities of the flyer in the link (front and back) and hand them out all over your city. Another idea would be to visit all the local churches and see if they would include a copy of the flyer in all their bulletins during Respect Life Sunday in October or Sanctity of Human Life Sunday in January.

17) Social Media Graphics

Project: Another variation of the projects above is to create one social media graphic for each of the ten principles on the flyer in the link. Then load up your graphic to your social media channels and share it with all your friends. Send it to us at healingtheculture.com and we will use our national and international platforms to help you make it viral.

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