# Title: How do I decide? Abortion?

**Key Questions:** Why should we follow rules? Who/what should make the rules? Why should believers be reflective? What rules for life do T\* teach? Why can it be a good thing to have rules to follow?

**Key Concepts:** influences,morality,absolute morality, relative morality, conscience

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| **Learning objectives** | **Activities** | **Resources** |
| Be able to explain some reasons for and against abortion and reflect these and own views | * Show a list of stages of the baking of a cake (e.g. mixture in bowl, rising in oven, decorating the cake) – ask when does a cake become a cake? Students give responses with reasons.
* Play a video showing different stages of foetal development – at what stage do students think the life of a baby begins and why? Could mark their views on a timeline. Explain how views on where life begins can affect views on abortion.
* Use dictionaries to define what is meant by abortion. Outline British law on abortion. Use TrueTube clip.
* My view 1- students write their view on abortion with one reason to back up their view
* Diamond 9 activity: students have 9 scenarios e.g.: a) A teenager about to sit her GCSEs, b) A woman in her 20s who has been raped, c) A single mum with three children under five already, d) A woman whose baby will be born severely disabled, e) A woman in her late forties, whose family is already complete f) A woman whose baby is likely to have Downs Syndrome, g) A 21 year old in the middle of her degree at university, h) A woman who has just split with her partner, i) A woman suffering from breast cancer who needs chemotherapy. Students place the letter of the person they think has the best reasons for an abortion at the top of the diamond, the least at the bottom and so on. Discuss with students why women in these circumstances might wish for an abortion. Discuss why some people think abortion is always wrong.
* My view 2- students say if their view has changed and if so why and if not why not?
* “Abortion should only be a last resort”: do an opinion line with students explaining why they are where they are on the line. Strongly Agree at one end, Strongly Disagree at the other.
* “Abortion should only be a last resort”: Do a write up explaining your own view and other views.
 | Life begins… sheets9 Months in the Womb:https://www.youtube.com/watch?v=WH9ZJu4wRUETrueTube clip: <https://www.truetube.co.uk/resource/the-view-from-the-classroom-abortion/>Diamond nine sheets |