



*Archdiocese of Galveston-Houston
Respect Life Office*

PRO-LIFE TALKS[©]

by

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A Teacher's Resource for Catholic Schools and
Parish Religion Education Classes

1977 - 2009

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Forward & Acknowledgements

This resource is the result of Dennie Hodge's bringing the life message to the CCE students at Sacred Heart Co-Cathedral. At my request, she wrote down her experience and the result, three years later, is this excellent resource, one of the few available in this area.

This resource focuses on Chastity and Abortion. In the future, the other life issues of euthanasia, capital punishment, and war and peace will be Part II in this series.

Many thanks are due to Dennie for all the work and effort she gave preparing this resource. Also Fr. Lawrence Jozwiak at Sacred Heart Co-Cathedral who supported Dennie in doing this work; Erin Makel, my secretary from July 1995 - January 1997, who formatted the text for publication; and Veronica Hugger who did the final preparation of the text.

Dr. Marcella Colbert
Director, Respect Life Office

Helpful Hints for Teachers

Because each class is different and each grade level understands and responds differently, I have made the following notes on what I did with each class and some of the children's reactions and responses. It may help you to know what to expect and to understand how much or how little the class understands about the subject.

Often the same procedure and same subject matter was repeated in the first and second semester classes as the children seemed to retain very little. Most retained that:

- abortion is a sin
- abortion is legal, but immoral
- abortion kills a baby

These are very important facts to grasp! Very few retained any of the actual statistics. With some classes in the second semester, we made it a guessing game to see what they had remembered. This was an ice breaker and got the kids' attention and started them participating in the class.

Dennie Hodge

Supplies

Each presentation will involve a video appropriate to the age group. Most classes in the first Semester (4th to 12th grades) will be shown *Life Before Birth*. The second semester you will show *The Right Choice*. Each video is approximately 20 minutes. For grades K-3 you might show select portions of *Life Before Birth* - just 5 minutes or so for their short attention span.

Materials to be used for the class:

11-12 week fetal model— small (cost approximately 30 cents each). To order: Project "Young One", 2125 West Lawn Avenue, Racine, Wisconsin 53405

11-12 week fetal model (cost approximately \$5.00 each)

Order also from Project "Young One" as above. These are especially nice and done in fine detail, available in light or dark flesh tones.

Respect Life Office business card - call 713-741-8728

Picture of a baby 6 weeks after conception

Available from the Respect Life Office

Fetal models from the Respect Life Office

They can be borrowed for your class (to purchase they can cost from \$100 to \$800)

Precious Feet - the actual size of a baby's feet 10 weeks after conception (cost approx. 40 cents each): To Order: Heritage House '76 Inc., 919 S. Main St., Snowflake, AZ 28937, 1-800-858-3040

Videos:

Life Before Birth (cost approx. \$30.00) A 20-minute video depicting life as it develops spiritually and physically from conception up until the time of birth. The video employs intra-uterine photography to give a scienti-fically accurate and inspiring account of a child's growth in the womb, suitable for all but the youngest children. To order: Franciscan Communications and Winston Press, 1229 South Santee St., Los Angeles, CA 90015-2566, phone 1-800-989-3600, fax 1-800-284-5600

The Right Choice (cost \$12.95) A 20-minute video produced by NCCB Secretariat for Pro-Life Activities, depicts one teen's journey from the despair of the abortion clinic to the hope of new life. The unexpected voice that guides her on this journey is that of her own unborn child. To order: Secretariat for Pro-Life Activities, 3211 Fourth Street, NE, Washington, DC 20017, 202-541-3070

Transparencies for use with an overhead projector can be made from the "Pro-Life Catechism". Call the Respect Life Office, phone 713-741-8728, for more information.

Class Procedure - First Semester

Start the class with prayer.

Write **FETAL DEVELOPMENT ... Some Facts** on the board or use the prepared sheet, for an overhead projector. I ask the students to copy this information (I usually do this before class begins or as the teacher is taking roll). I always invite the homeroom teacher to be present during the class.

Start the class by asking the kids questions to get them involved... let them guess the answers. It gets to be fun when the answers are so wrong - you can make it fun!! Don't let them be shy. Challenge them to answer or call on them individually. Usually when one starts talking they all raise up their hands and join in.

I start with the **Statistics**, page 17, and put these into question form.

Following **Statistics** show the video *Life Before Birth* (See Supplies)

After the video, start the discussion of what you wrote on the board - **FETAL DEVELOPMENT**.

Read out loud what you wrote on each line on the blackboard. At this point invite questions and class discussion.

Follow the order of the **Pro-Life Catechism**, page 15, listed in the table of contents and continue the class in the suggested format.

End the class by asking what each of the students can do to stop abortion. Listen to their suggestions. Then tell them that the one sure thing that each of them can do each day is to pray. Ask each student to say one Hail Mary each day that abortion will end and everyone will come to realize the evil of abortion. Then end the class with a Hail Mary.

Decide before each class what specifically you will discuss with the children. Base your discussion on the topics in the **Pro-Life Catechism** and limit the amount of detail to the age and attention span of the child.

Class Procedures - Second Semester

Start the class with prayer.

Show *The Right Choice* video (high school students only) (See Supplies)

Begin by asking the class what they remember from the class in the fall. The answers are usually varied and the classes are conducted differently according to the grade. You might begin where you left off in the first semester as it is doubtful that you will get through the whole presentation in one class period. See *Helpful Hints* on what to expect from each class.

Helpful Hints -4th Grade

In the fourth grade, it is possible that these kids don't know what abortion is. To find out, I ask what can harm the baby before birth and they name drugs, cigarettes, etc. and if they don't mention abortion, I leave it at that and don't mention abortion. If, however, anyone mentions abortion, then a brief explanation is in order. I usually ask one of the class to explain what abortion is in their own words. If I find that answer acceptable and a good explanation I let it go at that ... I do not go into any detail at this age. I have had classes that I was sure did not know about abortion and others who knew all about it.

I found that there were a half dozen boys in the back of the class (class of 40) who were cutting up and disrupting the class, so I moved them to the front row.

Write the "Forty Marks" on the board (see *K-3rd Grade*). Have students copy this in their notebooks. You want them to go away with something of the statistics or facts written down so they will come across them again.

In the smaller classes of 12 or less, I found that having the kids gather around me was a nice way to present the fetal models, letting them hold and pass around the 12-week and 5-month models. They were in awe of the detail on the bodies at that young age. They treated the models with respect and love. I sometimes find the kids digging through my "pro-life bag", which contains all my teaching materials, looking for more. I always think this is a sign that they are anxious to learn and that they are liking what they hear.

Explain when abortion can occur in these 40 weeks - which is in fact in all 40 weeks.

A fun thing is to ask these kids how long it takes to make a baby...conception to birth. The guesses are 2 - 3 months (I usually say something silly like NO...that's puppies, not babies). It gets the kids laughing and talking to me and thinking (hopefully). Nine months is how long you go to school...from when you start school in the fall until you get out of school in the summer.

We talk about how the baby develops. When we talk about the baby's body being complete at 12 weeks, we have a guessing game about what the baby has ... he has eyes, hair, fingers and toes, stomach, liver, heart, brain ... etc. This gets the kids really involved and thinking - they love answering questions!

I ask the kids to guess how many abortions are performed in U.S. each year...they guess 200 or 500 and we have fun guessing. I sometimes give a prize for the closest guess (precious feet or something). The answer is 1.5 million a year, and they cannot grasp that number. We talk about how many 1.5 million is ... one every 20 seconds ... how many would be killed each hour (equate to classroom hour). With any class below 6th grade I don't concentrate so much on the abortion issue as I do on the life that is developing in the womb.

Asked *why do you think people have abortions?*...they answer:

Baby is deformed (possibility is so remote)

Mother is too young (i.e. 12 or 13)

Mother wants to continue education

We discuss whether these are good reasons ... and if there is a good reason. There is no good reason!

We discuss that the aborted baby can never "BE" again. God gives you life. No one else is ever like you ... you are unique.

Abortion is legal ... but abortion is immoral ... wrong ... against God's commandments. Which commandment says that abortion is wrong? The Fifth Commandment: "Thou shalt not kill".

Pass out 6-week baby photo.

Ended class by saying **NO ABORTION ... RESPECT LIFE ...** repeat it ... **NO ABORTION ... LOVE LIFE ...** this sort of caught on and the kids shouted no abortion ... no abortion ... no abortion. I think they were caught up in the moment - but I don't think they will forget the message.

What you can do to stop abortion? Pray ... say a Hail Mary each day for all the poor babies who are aborted and for all the mothers who are considering abortion.

One fourth grade class asked me in depth questions about conjoined twins and asked if it was not killing to separate them. Although their medical conditions may differ, **each twin must be given an unbiased chance for life. One may not be sacrificed for the other** A vital organ such as the heart, or brain may not be given to one twin resulting in the death of the other. This was all pretty heavy for the fourth grade, but they asked.

Helpful Hints -5th Grade

See “Forty Marks” from K-3rd grade.

In the first semester I asked if everyone knew what an abortion was:

- 3 admitted not knowing what abortion is
- 2 knew someone who had an abortion

Emphasized the following facts:

1. Abortion is wrong
2. Abortion is legal ... but immoral
3. Abortion is a grave or serious sin (offends God, it also offends and harms the baby, mother, father and society.)

How long does it take to make a baby ... grow in the mother? Emphasize here that nine months was the time of the fall and spring semesters ... from when you start school until you are out for the summer ... that is nine months.

When does life begin? emphasis that life begins at conception ... egg and sperm unite.

Show 6-week photo and emphasize that abortions are never done before the 6th week. The photo itself shows them that this is easily recognizable as a baby.

Pass out 11–12 week fetal models for the kids to keep.

Pass around 5-month fetal model (I borrow one from the Respect Life Office, 713-741-8728).

We talk about the following also:

- Life is a precious gift from God you were a gift from God to your parents.
- No one is ever just like you ... you cannot be duplicated.
- What can you do to stop abortion (we talk about prayer)
- What commandment says abortion is wrong ... the 5th – Thou shalt not kill.
- What else can hurt an unborn child... drugs, alcohol, infection?

One In Three

I use the following on some classes from the fifth grade up. If the class is not responding, asking questions, or getting involved in the class discussion, I have the kids count off in 3's. Then I have everyone who was a three stand up and come to the front of the class. I tell them that every third pregnancy is ended by abortion and if we applied the statistics to this class there would be a third of the class missing. After the kids sit down I tell them that actually a third of their class is missing because a third of them had their lives ended prematurely by abortion.

End class with a Hail Mary and ask everyone that they say one Hail Mary every day for the unborn babies and their mothers and for an end to abortion.

Helpful Hints -6th & 7th Grades

No one knew anyone who had had an abortion.

I did basically the same procedure as the 5th grade class.

I asked them if they knew why I am here ... several said to talk about abortion.

What do you remember from when I was here last fall?

Abortion is wrong except to save the life of mother (here we discussed the remote chance that the mother's life would be in danger).

Review of fetal development:

12 week fetus

5 month model

10 week precious feet (one to each student)

6 week picture

I asked them questions:

how long is abortion legal?

how many are performed each year?

when does heartbeat begin?

when does life begin?

They did not remember the answers to any of these questions but we had fun guessing and I think they remembered more this time.

What can you do to stop abortion? ... pray ... find help for your friends if this happens ... let them know you will still be their friend and will help them through this crisis ... tell your priest ... find adult help!

How can you avoid this ever happening to you?

Showed the video ***The Right Choice***.

Helpful Hints -8th Through 12th Grades

Basically the same procedure as the 6th grade for the first semester.

In the second semester for this age group we began to discuss what they would do if a friend told them she was pregnant. This led into a big discussion of just what one would advise a friend.

Showed film *The Right Choice*.

After film:

What would you do if a friend ever told you she was pregnant?

We discussed finding a responsible adult, befriending and emphasizing you would stand by her through the whole thing. Reinforce that she is making the right choice to allow the baby to continue to grow till birth the baby until birth, at least. Discuss difficult choices for Mom of giving the baby for adoption or of keeping the baby, We talk a lot about how your education can continue.

We discussed the Gabriel Project® and Project Rachel.

Types of abortion... talked about the birth control pill as abortifacient.
think about it ... I will ask you again in the fall what you have decided you can do to stop abortion.
Meanwhile, as always, pray....

End with Hail Mary.

Helpful Hints -Confirmation Class

Second semester class - I asked do you know why I am here ... one answered to discuss chastity. We started a discussion on chastity at this point. I asked what they thought chastity was and what they thought of chastity. Of course, we emphasized that premarital sex was wrong.

Begin with the Our Father, Hail Mary, Glory Be. Everyone knows Our Father, the Hail Mary loses a few, and the Glory Be loses a lot of kids.

This was a terrific class. They were very intelligent, interested in the subject matter and witty. We enjoyed our time together.

What do you remember? (these were their actual answers ... I was impressed)

- Abortion is wrong
- Abortion is a sin
- Abortion kills a baby
- Babies die
- Abortion hurts
- Over 6 months abortion is legal
- Regrets and depression after

Statistics of fetal development (they remembered)

- 3 weeks heart beat
- 41 days brain waves
- 1st day of life is when life begins

What would you do if your friend said she was pregnant ... what would you say?

- Congratulations (actual answer)
- Tell our parents
- Have the baby

We talked a lot about how important it would be for you to be a friend to this girl.

- Let her know you will stick through thick and thin.
- Her parents will get over the shock ... after all, they are the grandparents.
- The parents have a right to know and to help.

Also, *what if a friend has had an abortion?*

- Important to let the friend know you are still a friend.
- The friend must forgive herself.
- She needs to know that God will forgive her.
- She needs to see a priest.
- She will realize that she has killed her first child.

I came back to the comment that one said I was here to discuss chastity ... *what do you think of chastity ... what does it mean?* It means no premarital sex.

One smart guy said premarital sex is good.

One girl thought it was ok to have premarital sex if you were going to marry the guy. We discussed how would she know she was going to marry that guy...we talked a lot about this...respect for self and each other ... you deserve better ... save yourself for marriage, etc.

I asked *what is God's law that forbids premarital sex?....* it took a lot of prompting and even saying "thou shalt not (what?)" to get the answer out of them...they looked blank. (Answer: 6th and 9th Commandments; Thou shall not commit adultery; Thou shall not covet thy neighbors wife.)

How many babies die each year/day/minute?

Types of abortion (birth control pill emphasized).

What can you do to stop abortion?

Do you know the rosary? ... no they don't!

As in all other classes, they were asked to say a Hail Mary each day to end abortion.

Social Justice

Q: *What are the central Social Justice Issues of our Time?*

A: Pope Paul VI said “If you want peace work for Justice; Pope John Paul II said “If you want Justice, America defend life.” **The life issues are the central social justice issues of our time.**

Q: *What is Justice?*

A: Justice is the virtue of giving to the other what is due or owed him . (Virtue is a good habit, vice is a bad habit). Justice is primarily concerned with how I treat others not so much how others treat me. To be just is to give the other what is already his: We are social beings and justice is the basis of all social life.

Q: What difference is there between the Church’s understanding of Justice and the world’s?

A: For the Church, Justice is a ‘gift’ to the other of what is already his, it is a way of life; for the World it is a possession to grabbed at and possessed, usually through the Court System.

Q: *What is Social Justice?*

A: **Social Justice** embraces the problems **of the human person, in relation to work economics, politics and International Relations**. It arose as the response of Leo XIII to the prevailing philosophies of economics and history of the 19th century and has been developed by successive popes to the present day.

Q: *In Social Justice, who is central?*

A: **The human person is central**. Work, the economy, politics and International Relations (relationships between Governments, Multinational Corporations, Charitable Foundations or Non Governmental Corporations: NGO’s) are to be judged in so far as they are for the human person, for **his** development and fulfillment.

Q: *How can we understand this distinction?*

A: **Ask your self these questions**

- Is work for the person or is the person for work?
- **Work is for the person**

- Is the Economy for the person or is the person for the economy?
- **The Economy is for the person.**

- Is politics for the person or is the person for politics?
- **Politics is for the person.**

- Is International Relations for the Person or is the person for National Governments, Multi national Corporations or Charitable Foundations (NGO’S)?-
- **International Relations is for the person**

Dignity of the Human Person

Q: *What do we mean by the dignity of the human person?*

A: **The Dignity of the human person** rests on our being made by God in His image and likeness, both men and women. “God created man in His image. In the divine image He created him, male and female He created them.” Genesis 1:27

Q: *Have some human beings more or less dignity than others?*

A: The dignity possessed by all human beings is the same, irrespective of age, state or condition: it is the **intrinsic worth** of the person.

Q: *Does everyone in our society believe this?*

A: Many in our society, not knowing God, value the **Extrinsic worth** of the person, those who are able, fair, beautiful, clever, intelligent, educated, wealthy, etc. Those who fail this standard are not as valuable: the poor, uneducated, handicapped, those with chronic mental or physical illness, mental deficiency, the imprisoned, the dying and all those who are a burden on society, particularly when the burden is economic or takes up others time.

Q: *Is human life sacred?*

A: **Yes. Human life is sacred** from the moment of conception to the moment of natural death. Human life is created by God and must be treated always with reverence and respect. One human being may never directly take the life of another. Direct killing is always intrinsically evil.

The Life Issues

Q: *What are the Life Issues?*

A: The life issues are, in fact, **life and death issues**: any intentional act which results in the death of another person. With this is the tacit assumption that if it is legal to kill it must be morally acceptable to kill.

Q: *Is all killing always wrong?*

A: The direct or willful killing of one human being by another is always wrong. There are no exceptions. However, in some circumstances, while always undesirable, killing is justifiable e.g. in self-defense.

Q: *What is homicide?*

A: **Homicide** is the direct or willful killing of another human being. It is always morally wrong. It is unlawful in all 50 states and since *Furman v. Georgia* (1972) is punishable by death.

Q: *What is abortion?*

A: **Abortion** is the direct or willful killing of a child in the womb (nascent human life) from the moment of conception to birth. It is always morally wrong. Abortion is legal in the US up to the moment of birth: *Roe v Wade*, 1973, *Doe v Bolton* 1974 Supreme Court Decisions.

Q: *What is infanticide?*

A: **Infanticide** is the direct or willful killing of a child within one year of birth. It is always morally wrong. At present it is illegal.

Q: *What is Suicide?*

A: **Suicide** is killing oneself. The threat of suicide must always be taken with the utmost seriousness, and the person given help, even against their will. (Call parents, priest, and 911) It is associated with serious mental illness, use of drugs and alcohol and physical pain, which can be cured.

It is also a major sin arising from despair or presumption. It is the eighth most common cause of death in all ages, the third most common in young people to 44 yr. Since the 1960's the suicide rate in young people has risen 300%.

Fetal Development ... Some Facts

Life Begins:

At conception ... sperm & egg unite in Mom's fallopian tube.... life has begun

Three Weeks:

- 18-20 days - heart starts beating
- 21 days - nervous system has been established
- 22 days - eyes in place

Six Weeks:

- 42 days - skeleton is complete ... hands & feet beginning to develop ... show 6 week photo at this point
- 43 days - brain waves can be recorded. Fingers & toes formed
- 44 days - retina & eyelids are formed
- 49 days - ears complete

Eight Weeks:

56 days - all organs are present - this is 8 weeks. Baby can respond to pain. Fingerprints are formed.

Ten Weeks:

70 days - baby's body is completely formed

Twelve Weeks:

84 days - the baby now breathes fluid, cries, sucks its thumb. All organ systems are functioning. Nothing new develops after this point. The baby only grows and matures.

Forty Weeks: (Approximately)

280 days (approximately) ... BIRTH ! ! ! !

Abortion

Q: *What is abortion?*

A: **Abortion** is the direct or willful killing of a child in the womb (nascent human life) from the moment of conception to birth. It is always morally wrong.

Q: *Is Abortion Legal?*

A: Since the Supreme Court Decision *Roe v. Wade 1973* decision abortion is legal in all 50 states. Abortion can be performed for any reason throughout the full 9 months of pregnancy. Abortions are legally done by registered Medical Practitioners (doctors), no one else.

Q: *How many abortions are performed in the United States every year?*

A: Since 1975 we have been killing 1. million babies per year. The current rate is 1.4 million; 50 million to date or one third of the next generation yearly. Contraceptives such as the pill and IUD are in fact abortifacient which brings the total to hundreds of millions.

Q: *Is the number of abortions affecting the population?*

A: The total population is steadily falling and is now at replacement level. However, population figures show a large and growing aging population (the baby boomers) with a smaller young population which is the main reason social security is going broke. As a nation we are slowly committing suicide.

Q: *How many abortions are performed in the United States every day?*

A: 4,400 every day

Q: *How many abortions are performed every minute of every day in the United States?*

A: 3 every minute....one every 20 seconds. Late term (over 5 months) two each hour of the day.

Q: *How many abortions have been performed since 1973 when Roe vs. Wade made abortion legal?*

A: 50 million from 1973-2006.

Q: *How many abortions are performed for socio-economic reasons - in other words, not medical reasons?*

A: 98%

Q: *Why do you think people have abortions*

A: 1/3 for financial reasons
1/3 because the pregnancy is inconvenient
1/3 are teens (over 400,000 per year)

Q: *What is the big argument you always hear for abortion?*

A: Rape, incest and the mother's health.

Q: *How many abortions involve cases of rape, incest or mother's health?*

A: Less than 2%

Consent And Minor Children (Grades 6 - 12 & Confirmation)

Q: *Do you need your parent's permission to get an aspirin from the school nurse?*

A: Yes.

Q: *Do you need your parent's permission to get your ears pierced?*

A: Yes.

Q: *Do you need your parent's permission to go on a school trip?*

A: Yes.

Q: *Do you need your parent's permission to have an abortion?*

A: **NO!** not in most States in the Union

- a) The fact that you don't need your parent's permission implies that you should be divided from your family in this most important decision of your life this is wrong!
- b) Although abortion is legal that does not make it morally correct. As Catholics we are completely opposed to direct abortion in all cases.
- c) Abortion itself gives rise to far more difficulties than it solves.

Q: *Has Texas Law changed recently*

A.: **Yes.** Governor Rick Perry signed into law The Parental Consent Act, HB 1212 which requires the consent of parents before any minor child (17 years or younger) may obtain an abortion. Coercion involves one person forcing their will on another. It violates The free choice of the minor and her ability to make a good decision for herself. Coercing a minor into obtaining an abortion and assault on a minor in order to force her to have an abortion., is profoundly immoral it is also illegal.

Abortion And Sin

Q: *What is serious or mortal sin.?*

A: There are three conditions which establish a sin is serious or mortal:

Full Knowledge

Full Consent

Grievous Matter

Q: *Is abortion a grave sin?*

A: Yes, direct abortion is always a grave or mortal sin.

Q: *Will God forgive us anything - even abortion?*

A: Yes, God loves us unconditionally and will, if we ask him with a contrite heart, forgive and help us whatever we do.

Q: *If the mother has an abortion, are both mother and father equally responsible?*

A: Yes, if both decide on the abortion together, also all others included in the abortion decision.

Q: *Is it necessary to receive the Sacrament of Reconciliation following an abortion?*

A: Yes, all Catholics involved in an abortion decision need the forgiveness for serious sins, only available through Sacramental Reconciliation.

Q: *Does abortion lead to Excommunication?*

A: Canon 1398 states "one who procures a completed abortion incurs an automatic Excommunication". There are strict requirements which must be fulfilled for automatic excommunication.

Q: *Who is the best judge of the strict requirements?*

A: The priest in the Sacrament of Reconciliation who has a special help (or grace) from God to discern such things.

Q: *Can each priest in the Archdiocese forgive the sin of abortion?*

A: Yes - in the Archdiocese of Galveston-Houston, each priest has been delegated by the Cardinal to forgive this sin and absolve the sinner.

Reasons Given For Abortion (Grades 8 -12 & Confirmation)

Q: *Why does anyone in high school choose to have an abortion?*

A: Several reasons:

- a) So their parents (and others) won't know they had sex
- b) So they can finish school
- c) Because they think they are too young for marriage and responsibility
- d) They cannot afford to raise a child - they have no money or adequate employment
- e) Parents, boyfriends and counselors insist
- f) They feel there is no alternative

Q: *Are these good reasons to have an abortion?*

A: No!

- a) One wrong decision (i.e. having sex before marriage) should not lead to another more seriously wrong decision (abortion)
- b) The suffering from abortion is so much greater than anything you could possibly suffer as a result of the pregnancy
- c) Now there are so many schools with day care centers, etc. that it would not stand in the way of your education
- d) Sex and pregnancy bring an end to childhood
- e) Sex is not recreation, it is the consummation of the sacrament of marriage. Sex is sacred and exclusive to marriage
- f) Abortion is a permanent solution to a temporary problem or fear.

Q: *Does the world have a population problem?*

A: No.

- a) If every family in the world were given two acres and a home, they would all fit in the state of Texas
- b) If everyone in the world was given 10 sq. ft. in which to stand, they would all fit in Harris County

Law And Morality (Grades 8 - 12 & Confirmation)

Q: *Since our Supreme Court in the decision concerning Roe vs. Wade made abortion legal, how can it be wrong to have an abortion?*

A: Human Law must be subject to God's law which says "Thou shalt not kill". There are no circumstances where it is permitted to take an innocent human life.

Q: *Does a woman lose control of her body during pregnancy?*

A: No, rather she shares her body with this new life. The baby even has a completely separate blood supply and blood type. The baby is a separate life. Even animals protect their young. A mother should not be encouraged to kill her own child.

Q: *Does the baby have any rights?*

A: Yes. The baby has a moral right or a moral claim to life. *Roe v Wade* removed the baby's **LEGAL** right to life and left it up to the mother to choose life or death for her child. Even though abortion is legal, it is immoral.

Q: *Should anyone be forced to have an abortion?*

A: No, whatever her age or whatever the circumstances, if a girl is pregnant no one should force her to have an abortion against her will. Minor women are protected by law in Texas by the Parental Consent Act 2005

Helping A Friend (Grades 6 - 12 & Confirmation)

Q: *You will have friends who will come to you and tell you that they are pregnant ... what will you do?*

- A:**
- a) Be sympathetic and understanding ... tell them you will help. It is very important that you let your friend know that you will be with them through the whole pregnancy... you will not abandon them in their time of need. The important decision here will be for life and the rest of the decisions can be made later.
 - b) Contact your priest, a responsible adult or the Respect Life Office. (Dr. Colbert at 713-741-8728) Someone will be with your friend to tell her parents if she wishes.
 - c) The **Gabriel Project®** is the crisis pregnancy Apostolate within the Catholic Church (phone 713-225-5826).

Q: *Your friend tells you that she has had an abortion....how will you respond?*

- A:**
- a) Don't cut her off and don't criticize her. Ask her to tell you what happened and how she feels. Realize that often a girl has an abortion without really considering or truly realizing that she has taken the life of her child until it is too late. Realize too that she might have been wrestling with this guilt for a long time and it took a lot of courage for her to confide in you.

- b) Reassure her that you are her friend and that help is available.

See her Priest for Spiritual counsel and reconciliation and healing

Explain **Project Rachel** at this point, where the church offers help to girls suffering from the emotional and spiritual difficulties, including suicidal thoughts, that follows an abortion. Remember that God's love is unconditional. He loves each of us whatever we do. The call is confidential. **Call Project Rachel -713-741-8728**

Love And Chastity (Grades 6 - 12 Only & Confirmation)

Q: *What is love?*

A: Love is the sincere and unconditional gift of oneself to another. We learn to love by receiving the gift of love from others, particularly our family. Love is necessary for human fulfillment for it is through **true** love we learn who we are and love gives our life it's fullest meaning.

Q: *What is Temperance?*

A.: *Temperance* is the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable. The temperate person directs the sensitive appetites toward what is good and maintains a healthy discretion: CCC1809

Q: *What is chastity?*

A: Chastity means the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being. Sexuality, in which man's belonging to the bodily and biological world is expressed, becomes personal and truly human when it is integrated into the relationship of one person to another, in the complete and lifelong mutual gift of a man and a woman.CCC2337

Q: *What is Purity?*

A: "Pure in heart" refers to those who have attuned their intellects and wills to the demands of God's holiness, chiefly in three areas: one of which is **chastity or sexual rectitude**

Q: *What is the relationship between love and sexual intercourse?*

A: Love between married people is expressed by the union of each in body, mind and spirit. This bodily union consummates the marriage. The use of contraceptives of any sort, prevents consummation of the marriage. Of course, love is expressed in many other ways too. Remember, affection and friendship are forms of love which **are not** expressed genitally.

Q: *Why is Married Love so special?*

A: Marital love is both **unitive** and **procreative**. It is the union of two people spiritually, emotionally and physically. To be truly open to the gift of love we must also be open to the gift of life. There should be no barrier to union or to procreation. Conjugal love is the true love of married persons.

Love And Chastity (Grades 6 - 12 Only & Confirmation)

Q: *Is chastity the same for men and women, single and married?*

A: Yes

- a) The same requirement is made of men and women. Chaste love in marriage is expressed genitally and consummates the marriage. For the single person, affection and love must be expressed in non - genital ways.
- b) The sexual act is both unitive and procreative - in other words, it is the union of two people spiritually, emotionally and physically. To be truly open to the gift of love we are also open to the gift of life. There should be no barrier to union or to procreation.

Q: *What is marital Chastity*

A: Marital chastity, demands that each act of sexual union not be ‘**sterilized.**’ by artificial means. We are created man and woman in God’s very image. As a result, *human* sexuality has a spiritual dimension and significance, its own unique dignity. This spiritual, sacramental dimension of human sexuality is part of its unitive power for human persons. It follows that, in a mysterious way, contraception harms **both** the unitive and the procreative effects of the act. Every child has the right to be conceived and born as a result of the loving embrace of it’s parents

Q, *What are barriers to union of procreation?*

A: Barriers to **union** are:

- sexual thoughts or acts with someone other than your spouse (adultery)
- sex for your own pleasure (lust)
- sex by yourself (masturbation)
- sex outside marriage (fornication)

Barriers to **procreation** are:

- the use of birth control pills or IUD's, which cause abortion
- condoms, diaphragms, gels, foams, sponges, and douches
- all forms of surgical sterilization - tie fallopian tubes (tubal ligation), hysterectomy or remove womb in women; vasectomy in men
- Coitus interruptus (withdrawal) sodomy, (anal sex) fallatio, cunnalinguis (oral sex) etc.

Q: *What can arise from misuse of the sexual act?*

Biotechnology The use of “Scientific means of conception.” Cheapens the gift of marital love and sexuality: a child is a gift from God. A child is never a right.

- IVF in vitro fertilization natural father and mother
- reduction abortion,
- donor egg - donor sperm
- surrogate motherhood
- all combined, a child could be from a donor egg and sperm, carried by a surrogate mother for another couple. Five parents.
- There is no legal regulation of these practices

Love And Chastity (Grades 6 - 12 Only & Confirmation)

Research on human embryos

- storing embryos
- medical experiments on embryos,
- harvesting tissues and parts, particularly from fetuses and newly born babies: Anencephalic newborns
- embryonic stem cell research, is very immoral as it uses another living human being, the embryo, for 'scientific' experimentation. No results have surfaced from this type of research, though that would not make it any more acceptable or moral.
- **Adult stem cell research, is acceptable and very promising in disease**
- cloning, therapeutic /reproductive

Q: *Are we saying that birth control is always wrong?*

A: Yes, the church's teaching is that birth control is always wrong for the reasons mentioned above. However, the Church encourages parents to embrace their duties and responsibilities as parents. Further, she advocates the use of natural family planning which has also been proved to be the most effective method (98% effective) of regulating family size.

Q: *How do you know if it is sex or love?*

A:

- a) True love recognizes in the other their value and dignity as a child of God, and would never wish to harm or violate the other person.
- b) Give your love a chance to grow without complicating the relationship with sex.
- c) Sexual need and sexual desire are different – you don't **NEED** sex and you can express love without sex.
- d) Share your time and company with others (games, sports, shows, church or community interests) to give yourselves more time to get to know each other. **You can't truly love some one if you don't know them.**

Q: *Why should you (boys and girls) remain a virgin until marriage?*

A: It keeps you free:

- **physically** from AIDS, from pregnancy, from sexually transmitted diseases.
- **emotionally** from exploitation by others.... from guilt, doubt, disappointment, and loss of reputation.
- **socially** to make decisions about your life which might not be open if you get into sexual activity too soon.
- **Spiritually** to stay close to God and family

Natural Family Planning (NFP)

Q: *What is NFP?*

A: NFP is an umbrella term for certain natural methods used to either achieve or avoid pregnancy, without using contraception, sterilization, or morally-objectionable fertility approaches. NFP is based on observations of naturally-occurring signs and symptoms of the fertile and infertile phases of a woman's menstrual cycle. Couples using Natural Family Planning to avoid pregnancy abstain from intercourse or genital contact during the fertile phase of the cycle. No drugs, devices, or surgical procedures are used to avoid pregnancy.

Q: *Why is NFP called Fertility Awareness?*

A: NFP can be thought of as "fertility awareness in action." When trying to become pregnant, users of Natural Family Planning have the advantage of being able to identify their most-fertile time as a couple. In this way, couples with low fertility are sometimes able to get pregnant using NFP, when they were previously unable to do so.

Q: *How does NFP affect married life?*

A: NFP honors the dignity of the human person within the context of marriage and family life. It requires open communication between husband and wife. It identifies the cycle of fertility of the wife. It promotes openness to life, and recognizes the value of every child. By respecting the love-giving and life-giving natures of marriage, NFP will enrich the bond between husband and wife.

Q: *Give some ways this can happen?*

A: **Natural Family Planning Honors the dignity of the human person**

- Calls for mutual responsibility by husband and wife
- Fosters deep personal communication in marriage
- Is based on scientific research into the processes of human reproduction
- Treats each menstrual cycle as unique, and teaches the couple to observe signs of fertility on a day-to-day basis
- Has no harmful side effects; instead, it builds wellness for the wife through greater awareness of her normal bodily functioning
- Is effective for achieving or avoiding pregnancy
- Can be used in special circumstances – such as post-partum depression, during breastfeeding, premenopause, financial difficulty or emotional difficulty times etc
- Is virtually cost-free

Q: *What are the common methods used?*

A: **The Billings Ovulation Method** is very simple to learn and use. The fertile time is observed by checking the consistency of cervical mucus.

The Couple to Couple League teaches the sympto-thermal method where the woman's body temperature is measured each morning. Cervical mucus is also monitored. It is easy to use, and the League is also a lay movement with spiritual and human support for parents and children.

The Creighton Model presents a form of the 'ovulation method' for Natural Family Planning. Also known as the Medical Model, Creighton is excellent for couples with fertility problems, helping them to learn about their combined fertility. In addition, it assists the woman in recognizing hormone problems—a medical difficulty which may lead to infertility, and in maintaining good health.

*Call Joe DeVet, NFP Consultant, The Office of Family Life Ministry,
Tel: 281-723-5686 emailnfpflm@aol.com*

What Is Abortion? How Abortions Are Done

(Grades 9-12 & Confirmation)

It is important to **watch the response of the kids. If it is upsetting them or in any way offending them it is best to stop** at this point. Explain the different types briefly.

- a) **Fertility in Women**
Onset 10-15 yrs and ends 40-50 yrs. A woman's fertility is periodic meaning each woman is fertile only 48 hours of each month. This is controlled by the hormones Estrogen and Progesterone.
- b) **Normal Pregnancy**
A pregnancy is measured from a woman's Last Menstrual Period and continues for 40 weeks. The first signs of pregnancy are recognized at 4-5 weeks. The baby is fully developed at 11-12 weeks. The baby is viable outside the womb at 24 weeks.
- c) **Contraception as an abortifacient (1-2 weeks)**
 - **Birth Control Pills**
Contain the hormones progesterone and estrogen, these low dose pills do not prevent ovulation. The egg is fertilized in the fallopian tube, then hormones cause the uterus lining to slough off preventing implantation of the conceptus. Life begins but is prevented from continuing.
 - **IUD (Inter Uterine Device)**
An IUD is a spiral device of copper or silicon. Its presence causes an inflammatory response and prevents implantation of fertilized egg or conceptus.
 - **The morning after pill**
Consists of a high dose of progesterone, which precipitates exfoliation of the lining of the womb preventing implantation of the conceptus. (baby)
- d) **Chemical Abortion (1-8 weeks)**
Methotrexate (anti-cancer and rheumatic drug) and Prostaglandins (smooth muscle contraction) are used. These drugs are available by prescription only and three doctor visits are required. The abortion occurs at home. This is a recent innovation.
- e) **Abortion Pill - Ru-486 (1-8 weeks)**
Ru-486 is an abortion inducing drug. Prostaglandin which causes contractions is taken 5 days later. Three office visits are required. It has not been shown to be safe and may require a surgical procedure if it is incomplete.
- f) **Suction Aspiration (1-6 weeks)**
A hollow tube with a knife like top is put in the womb. Strong suction tears the baby into pieces. The pieces are sucked from the mother into a jar for disposal.
- g) **D & C Abortion (8-13 weeks) - Dilatation and Curettage**
A loop shaped steel knife cuts the baby away from the wall of the mother's womb and cuts it into pieces. The pieces are removed by suction into a jar for disposal. This is the most common of all abortion methods.
- h) **D & E Abortion (16-20 weeks) - Dilatation and Evacuation**
Specially designed tools are inserted into the uterus which dismember the baby's body and crush its skull. The body parts are removed with forceps. There is strong evidence the baby experiences pain.

How Abortions Are Done

- g) **Saline Injection (20-40 weeks)**
Salt or urea is used to poison the baby in utero. A strong salt solution is injected into the sac where the baby lives in the mother's womb. The baby inhales and swallows this poisonous solution. The baby has convulsions, internal hemorrhaging and its skin peels off. The baby dies after 2-24 hours, occasionally much longer. The mother delivers a dead (or dying) baby within 24-48 hours.
- j) **D & X Abortion (20-40 weeks) - Dilatation and Extraction or Partial-Birth Abortion**
The baby's body is delivered breech (feet, buttocks first). Before the baby's head is delivered, a long hollow tube is inserted in the base of the skull and the baby's brain is extracted, this kills the baby and delivery is completed. The brain tissue is used for medical experimentation in Parkinson's, Alzheimers and other diseases.
- k) **Hysterotomy (premature Caesarean section) (20 + weeks)**
The baby is born alive. However, no attempt is made to sustain its life. The cord is cut and the baby is set aside to die.
- l) **Invitro Fertilization**
In fertility problems, genetic studies, and for research the egg (up to 10) is extracted from the woman's ovary and fertilized in a petri dish with male sperm. The excess fertilized eggs, not implanted in the mother, are destroyed or frozen for future use
- m) **Selective Reduction Abortion (20+ weeks)**
This occurs where there are multiple pregnancies, due to the use of fertility drugs or invitro fertilization, or when one or more of the babies is disabled or diseased. With the use of ultrasound a needle is inserted in the baby's heart and a solution of K⁺ (potassium) is injected which kills the baby (ies). The dead baby(ies)' remains are delivered at the birth of the other children).

Complications Of Abortion for the Mother

(Grades 9 - 12 & Confirmation)

- a) **Hemorrhage** –from the Mother’s womb: most abortion clinics are not equipped to handle these emergencies. Death sometimes occurs on the way to the hospital.
- b) **Infection** - as with any surgery, infection can always occur. Abortion clinics are not regulated as are all other medical facilities and standards are low. There is no patient follow up.
- c) **Damaged cervix** - the cervix (opening to the womb or uterus) has to be stretched artificially to access the baby. Often this damages the cervix and results in later miscarriages of "wanted" children or premature birth.
- d) **Perforation of the uterus** - the tools used in an abortion are very sharp and since the abortionist cannot see inside the womb, sometimes the uterus is cut.
- e) **Perforation of the bowel or urinary bladder** - as above except that the cut extends through the uterus wall into the bowel behind or bladder in front.
- f) **DEATH!** due to some combination of above or an air or fat embolism.

Delayed Complications Of Abortion for Mother (Grades 9-12 & Confirmation)

- a) Stillborn & handicapped babies (rare)
- b) Miscarriages
- c) Impaired child-bearing ability
- d) Premature births
- e) Low birth weight babies
- f) Ectopic pregnancies
- g) Depression, emotional problems (post abortion syndrome)

History And Legal Aspects Of Abortion

(Grades 9-12 & Confirmation)

a) **Hippocratic Oath** 250 BC approximately"I will give no deadly medicine to any one if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion." Lately most medical schools have dropped this part about abortion.

Christian tradition opposes abortion from the earliest years. "You shall not kill the embryo by abortion and shall not cause the newborn to perish." (The Didache, 2.2 Sch 248.)

b) **1850 - 1880 many** physicians campaigned to stop abortion because they realized that life actually begins at conception. **1868, the Fourteenth Amendment** was ratified and granted equal protection under the law to all human beings.

c) **Before 1967** every state prohibited abortion except to save the life of the mother.

d) **1967 - 1972** - 19 states liberalized their abortion laws.

e) **1973 – Roe vs. Wade** Supreme Court decision resulted in abortion on demand to the end of the second trimester; and in 1973, with **Doe vs. Bolton**, expanded the right to abortion up to the ninth month if the mother's health is at risk. Health includes physical, psychological, and financial well being. These are the Major abortion decisions since 1973: and are law in every state.

1) **The father** of the child cannot stop an abortion.

2) **Parents** can stop a minor daughter (17yrs or under) from having an abortion.

3) **Women**

- do have to be given alternatives to abortion
- do have to be told of the development of their child in the womb
- do have to be told about complications that can occur
- are required to go to the hospital for a second or third trimester abortion, or to an ambulatory Surgical Center from 16 weeks gestation to have an abortion

Euthanasia

Q: *What is Euthanasia?*

A: **Euthanasia** means a quick and easy death. It is a euphemism for: One person assisting in the death of another, with or without the patient's consent.

- **Physician assisted suicide** the physician provides the means (drugs) for the old and dying or chronically ill patients to kill themselves.
- **Physician Collusion** with parents in the death of a child who is handicapped, and has congenital mental and or physical dysfunction. It is often by neglect and is a form of infanticide. It is illegal but taking place.
- **Physician directly killing** his patient with or without the patients consent.

Q: *Distinguish Killing in Self-Defense from other forms of killing?*

A: **You may** defend your own life or the life of another from unlawful attack by taking equal and opposite action even to the point of killing the other. One may only use force necessary to protect ones self or another. This is the **law of double effect**, where you **foresee** but do not **directly intend** the death of the other.

Q: *Give some examples where this applies?*

A: **Just War Theory:** Society may **defend** itself from **external** unlawful attack (eight criteria) It may never wage war.

- **A Just Cause** to deter or repel unjust aggression
- **Competent Authority** to authorize use of force.
- **Right Intention** to protect human rights or defend threats of injury, but not territorial expansion.
- **Last Resort** after all peaceful means are exhausted.
- **Probability of Success** is a clear prospect.
- **Proportionality of Goals** war measured against values at stake and anticipated outcome.
- **Proportionality of Means** military means used proportionate with evil to be overcome.
- **Discrimination** civilian population cannot be targeted

Capital Punishment a society may defend itself from **internal** unlawful attack.

Development of Doctrine in capital punishment by John Paul II.

- In a modern society there is no need to kill the criminal to maintain public order and safety in society. Imprisonment will suffice.
- The criminal does not lose his human dignity however awful the crime he committed. Imprisonment gives him the opportunity to repent and reform his life and conduct
- From the Church's position the desire for revenge, to inflict harm, to ensure the most awful punishment on the offended is not up to us. We should oppose all such actions.
- We must abide with the decisions of a just and legitimate governance

Disrespect for Human Life

Q: What are the major Causes of Disrespect for Life?

Disordered family life and human sexuality: The family is the basic unit of society and disorder in the family leads to disorder in society. This is reflected in

- A high divorce rate (for every 2 marriages there is 1 divorce),
- Contraception, sterilization,
- Large numbers of unwed mothers with dependent children and illegitimacy,
- Disrespect for women seen merely as sexual objects,
- Sex as a form of entertainment or sport,
- “Creating new life” as in test tube babies, etc.
- Children of absent fathers as adults are more violent with a three-fold increase in crime and 100% increase in homicide.

Population control, and Eugenics: . Eugenics is the science that deals with the improvement of races and breeds, particularly the human race, through the control of hereditary factors. Population Control proponents believe there are just too many people in the world. These groups target certain populations: the disadvantaged, the handicapped, genetically disordered, those suffering from long term mental and physical disabilities and disorders, the impoverished, marginalized, and racial minorities.

- Black and pregnant: 1 in 2 babies die of abortion
- Hispanic and pregnant: 1 in 3 babies die of abortion
- White and pregnant: 1 in 4 babies die of abortion
- US gives over \$600 million in international aide yearly to third world countries **if** they provide population control for citizens through contraception and abortion.

Medicalization of life with the abandonment of the moral for the therapeutic. The life issues are moral issues primarily **not** medical issues. Yet we are passing legislation which places all voluntary killing in the hands of the medical profession, from abortion, the quasi-medical procedure of lethal injection for execution to Euthanasia

- The moral has become the medical
- Public issues have become private issues (Abortion: a matter between a doctor and a patient)
- Issues open to public debate have become the issues where only expert opinions rule. (doctor knows what is good for you)

Q: Who are the poor?

A: The poor number between 10-15% of the total population.

- Approximately 10% of the population are chronically poor. Many are also homeless. These include single women with dependent children, the elderly and old, particularly women, the imprisoned who, on release, are recidivist or unable to find stable employment or home life, the long term mentally ill and mentally handicapped, the alcoholic and the drug addict, the physically disabled particularly when severe.
- Loss of spouse, family and friends exacerbate the difficulties the poor have and leave them vulnerable.
- You will note we have been talking about the “problem of the poor” where death is seen as a real and practical solution.

Youth for Life, Justice and Peace

Ideas to promote and support life and to preserve the dignity of: the unborn, pregnant women, mothers and babies, immigrants and refugees, the mentally ill, the indigent, the aged, the homeless, the imprisoned, and the dying.

Helping the unborn, pregnant women, mothers and babies promotes respect for the value and dignity of human life from conception and shows how abortion is never an option. Sponsor a project such as a diaper drive, baby food drive and baby shower and then donate the proceeds to an organization which focuses on helping mothers. The youth minister calls before hand and asks them to explain the work they do to the youth.

- **The Gabriel Project®** - parish-based crisis pregnancy intervention. Call 713-225-5826
- **Casa de Esperanza de Los Niños, Inc.** - homes for children in crisis situations due to abuse and neglect and the HIV/AIDS virus. Call 713-529-0639.
- **Casa Juan Diego** - Houston Catholic Worker - house of hospitality for immigrant refugees, women and Spanish-speaking battered or pregnant women. Call 713-869-7376.
- **Magnificat House** - serving the homeless and the long-term mentally ill. Founded on the belief that all people should be treated with dignity and that everyone deserves a place to call home. Call 713-526-4231.
 - + **Our Lady of Divine Providence** - residence for families
 - + **Bethany House** - community residence
 - + **Susanna** - residence for women with children
- **Society of St. Vincent de Paul** - offers food, shelter, clothing, etc. to those in need. Sixty-two parishes have active conferences. Call 713-741-8234.
 - + **St. Vincent de Paul Village** – Provides exceptional housing over 1 ½ years for those who qualify with services to help residents return to work and self sufficiency. For Social Services, call 281-447-3511.
- **Covenant House, Texas** - temporary crisis shelter for teens under 21, many are runaways, throwaways, drug users, and prostitutes. Call 713-523-2231.
- **Villa de Guadalupe** - Associated Catholic Charities - transitional residence serving women and their children. In addition to housing, it provides counseling and self-reliance by teaching budgeting skills and financial responsibility. Call 713-227-9981.

Youth for Life, Justice and Peace

Helping the aged, the mentally ill, and the dying promotes the value of life however difficult the situation the person is in and demonstrates the futility and dehumanization of euthanasia. Adopt a near-by nursing home or hospice and visit the residents on a regular basis or collect towels, toothbrushes, etc. for the mentally ill and indigent.

- **Magnificat House** - serves the mentally ill, but is open to all who are in need. Call 713-529-4231 or 713-524-9231.
- + **St. Joseph House** - center for job training units for the recovering mentally ill.
- + **Opus Maria** - center for social adjustment programs for the recovering mentally ill.
- + **Ave Maria, Bethany, Anawim** - community residence.
- + **Emmaus, Maranatha** - community residence.
- + **Morning Star Hostel** - residence for men and women with AIDS
- + **Miryam's Hostel** - overnight shelter for women. Call 713-224-1373
- **Diocesan Nursing Homes, Hospices and Residences** - visit the facility served by your parish or call the Office of Aging Ministry at 713-741-8712.

Helping the homeless, immigrants, refugees and the imprisoned promotes the inherent dignity and value of all human persons. Create toiletry boxes by collecting personal care and toiletry items for individual use, collect bibles and Catholic books and magazines in English and Spanish for distribution at correctional facilities.

- **Correctional Ministries** - Greatest need is volunteers to visit inmates. Call the jail office at 713-755-5326 or Fr. Ron Cloutier at 713-741-8732.
- **Special Youth Services** - Volunteer coordination for at-risk youth and juvenile detention. Call 713-741-8725.
- **Diocesan AIDS Ministry** - complete case management and counseling services and volunteer coordination in compassionate response to those affected by HIV/AIDS, including family and friends. Call 713-874-6650.
- **Unaccompanied Juvenile Foster Care Programs** - Catholic Charities - temporary homes in the United States for youths 10-17 years running from strife in their homeland; in care until reunited with their family; part of service to refugees and immigrants. Call 713-526-4611 ext. 6425.
- **Our Daily Bread** - programs for the homeless of Galveston. Call 409-765-6972.
- **St. Vincent de Paul Village** - housing for 6-18 months for families with working parents. For Social Services, call 281-447-3511.
- **Wellsprings** - transitional residence in confidential location for homeless and/or abused women between ages 30-50 years capable of full-time employment. Call 713-529-6559.
- **Villa Guadalupe** - Catholic Charities - transitional housing for homeless and battered women and their children. Call 713-227-9981.
- **Santa Maria Hostel, Inc.** - residential care, professional counseling and education for high risk women. Call 713-228-0125.
- **Casa Juan Diego** - Houston Catholic Worker - residential care, professional counseling and education for immigrant men. Call 713-869-7376.