

will be put to death, at taxpayer expense, while society turns a blind eye. This event is a great opportunity for people of all ages to join in the civil rights movement of our day. By your presence, you can show lawmakers that the abortion issue is not settled. To view a short promotional video go to this link www.campaignlifecoalition.com/index.php?p=March_For_Life

As Darren Pereira makes clear in his essay below “...Once the youth are engaged and convinced, having opportunities to act is the next crucial step. If, having received both information and testimonies about the pro-life message, young people cannot do anything about abortion, the message has fallen on deaf ears...”

Well, there is a lot that youth can do. To start with, they can attend the March for Life in Ottawa.

Join the thousands on Parliament Hill, May 9, 2013. Be part of history! Help turn the tide!

Part B

The theme of the 2012-2013 the *Father Ted Colleton Scholarship* dealt with life issues like abortion viewed as priority social justice issues. It was a most productive contest, with many excellent candidates. Their writings shone and we hope to share them in highlighted excerpt form in the coming months.

The winning candidates were Darren Pereira of Toronto, Lexi Jezierski of Kingsville, and Katrina Fackelmann of Hamilton. Their full essays appeared in the April edition of *The Interim* newspaper, the co-sponsor of the scholarship program along with Niagara Region Right to Life.

Effective witness in the public square requires a new focus on what is important to young people. What can be done to convince young people, your peer group, that “the life issues are not only genuine social-justice issues; but they are the priority social-justice issues”?

Darren Pereira



..... modern-day society is still plagued by a variety of social problems. Within their cities, people witness poverty, homelessness, hunger, and other issues. However, the largest social injustice is swept under the rug. Abortion, the cause of over 100,000 murders annually in Canada, is unrestrained by national law and even supported by taxpayer dollars...

it is certain that pro-life issues are the priority social justice issues – especially since humans cannot be treated with justice if they are not given a chance to live....

....what seems most popular are cell phones and social networking.... pro-life evangelization must move to the digital sphere, providing young people with the facts, dangers, and consequences of abortion through sites like Facebook and Twitter, and also through apps, websites, and so on...

... Although facts and data have their place, personal testimonies of post-abortive women and men bring that information to life, provide a face for those who suffer from abortion, and provide hope for any who struggle with similar sorrows. These testimonies move and inspire young people in a way that facts cannot.

....Once the youth are engaged and convinced, having opportunities to act is the next crucial step. If, having received both information and testimonies about the pro-life message, young people cannot do anything about abortion, the message has fallen on deaf ears....

since it may be intimidating to stand up for what is right when so many believe in what is wrong, all pro-life supporters – especially the young ones – must provide each other with strength...

if the youth can be corrupted in support of evil, then the youth can also become agents of good within the world when properly instructed. Enthusiastic engagement, direct education, evangelizing through new media, and providing testimonies and opportunities for activism are vital if young people are to become effective activists for the pro-life cause.



Lexi Jezierski

.....what is important to our generation? What values do we hold dear? Young people tend to be idealistic, dreaming of a world free of discrimination and injustice....We must educate our peers in an engaging manner about the scientific facts about the development of a child in the womb, as well as the qualifications for personhood that every human being possesses from the moment of conception to natural death. Images and ultrasonography in particular are powerful ways of visually exposing the lies of the culture of death. Youth are naturally sensitive to discrimination, and therefore, issues such as sex-selective or racially targeted abortions, and the extermination of the disabled through both abortion and euthanasia should be framed as acts of such a nature.

...When we unravel the deception of the culture of death and the irony of their slogans, such as “woman’s right to choose,” and “right to die” and adapt our own terminology to better represent the pro-life movement in popular culture, such as referring to pregnant women as “mothers” and not “mothers-to-be,” we will be one step closer to making our respect for life more obvious to other youth.

...Another dramatic way of presenting the issue is to ask, “who is affected?” Abortion and euthanasia affect a young person in a very direct and personal way. It is happening to our own generation, in our own country. It is happening every day, to the people we might have known, might have laughed with, talked with, lived with. We are missing one quarter of our generation: siblings, potential friends, classmates, acquaintances, perhaps our future spouses whom we will never meet because they have been the victims of an abortion, therefore, victims of our silence and inaction on this issue.

...I have discovered that the best way to create peer networking on this issue is through the example of youth who are already involved. Seeing the passion and dedication of other young people is what inspired me to action; when more and more youth become involved, others will be inspired to follow suit. Being visible as vivacious, energetic young pro-life advocates creates a compelling contrast to the stereotype of old white men as anti-abortion activists, and will magnetically draw other teens.

Katrina Fackelmann



...Life issues are discrimination at its worst because it ends in murder. Serrin Foster bluntly states, “Abortion is discrimination based on age, size, location, and sometimes gender, disability, or parentage” (Catholic...). ..This is proven with the terrible reality that 90% of babies who are known to have Down’s Syndrome are aborted in Canada Abortion is also

used as a form of sex selection, enabling humans to kill their daughters simply because their children are girls. Clearly, this is just plain wrong..... euthanasia is also used as a tool for discrimination. Euthanasia is based on a person’s quality of life, which is highly subjective. As such, the elderly and disabled are especially vulnerable to being deemed as having no dignity or quality of life, and thus are euthanized. Euthanasia also discriminates against the poor because it is much cheaper to euthanize a patient (it costs \$35.00 for the drug) than to give that patient treatment (“Economic...”). As Wesley Smith so eloquently put, “caring, unlike killing can be costly in time, money, and emo-

tional anguish” (Smith).

.....the multitudes of other social justice issues stem from life ones. By abortion enabling humans to kill their own children, children are now viewed as property – to do with as one would like. Their lives have been devalued. No longer are children viewed as a gift, but with abortion, they are simply seen as an irritant, a problem to be solved. With this attitude towards children, it is no wonder that the amount of child abuse has increased. In fact, the US National Center of Child Abuse and Neglect reported that since 1973 with abortion’s legalization, there has been an increase of more than 1000% in child abuse (“Impact...”). Even with only this small bit of information, teens can do nothing but deduce that abortion’s lack of respect for the unborn causes a lack of respect for those born.

[in] The Canadian Charter of Rights and Freedoms, section 15.....Canadian society has recognized that everyone is equal, and yet, undermines this right by allowing abortion to be performed. There are cases of people aborting only one twin and keeping the other. Are not both twins equal? If humans can be discriminate to those who are the most vulnerable, how is it ever possible for humans to treat people who are alive with equality?in abortion and euthanasia people abandon their children, their brothers and sisters, their parents and grandparents, their spouses, and leave them to die. If human beings cannot even bring themselves to help their relations, how can they possibly have the compassion to help those they do not even know?before people are able to help strangers in foreign lands, they must first be able to help their own. We must first conquer life issues, so that society recognizes that everyone is special and deserves justice. Only then can we help solve the problems of poverty, bullying, child soldiers, etc.

Questions for Reflection

1. Are the three scholarship candidates on the right track with their analysis?
2. Do they make a good case for abortion being a social justice issue? The priority one?
3. Is their advice practical on how to get other youth enthused about the issue?
4. Are they appealing to logic, idealism, sense of equality, or some other element important to young people?
5. Which of the suggestions has potential in your opinion?
6. On the other hand, why do so few high school students actually participate in pro-life activism of any sort?
7. Is social media really an effective means of communications or is it vastly over hyped?

8. The candidates all heartily recommended participation in the Ottawa March for Life. We endorse that recommendation. Consider the possibility for yourself and your school.

Part C

Reflection Exercise

Some statements or sayings, whether attributed to noted individuals or to unknown authors, may last a long time in the collective memory. They may serve as a source for reflection. In the exercise that follows there is enough flexibility for teachers of whatever subject discipline to utilize such quotes as a change of pace or perhaps as a novel way to engage the students. One could further choose to illustrate the thoughts being presented in the respective quotations through a visual image or cartoon. The exercise could be done once a week for a limited time (perhaps 20 minutes) or once a month in an extended period of 70 minutes. In the latter case it should be evaluated as a group or individual assignment. Try it and see how the students react and then continue or discontinue accordingly. The strategy may be adapted to deal with items in the news. The topics or themes may not always fall easily within the course guidelines but there may be real value in taking the time to explore the quotation.



Think of the economic turbulence that continues to wrack many nations, rich and poor, super-developed and underdeveloped alike. Consider the recent action taken

by banks in Cyprus where to save the viability of the country's main banks the government was going to tax people's deposits in the banks by 10%. Is this fair? Do the banks or the government have a choice?

Think of the world's people and the fact that 80% of them are still considered as poor (<http://www.global-issues.org/article/26/poverty-facts-and-stats>). Even in developed nations there are severe economic dislocations with young people facing unemployment of up to 15-20% (Ireland, Spain, Italy), and families under pressures of mortgage defaults, foreclosures, loss of jobs, loss or reduction of



pensions. Is world poverty merely the result of human greed and or ignorance?

Closer to home in Canada, we have huge deficits at the provincial and federal levels. There is also waste of resources even as taxes rise in one form or another, Health and welfare costs go up, education costs go up. The cost of living keeps increasing but wages don't appear to be keeping pace. Is the public debt a curse for the next generations?



One can look at our popular culture and ask whether it has ever been higher and more accessible to all (through inexpensive computers, social networking, proliferation of movies, music, videos, theatres, art centers, etc.), or whether the opposite is true. Is there a "dumbing down" of the population in general and turning them into low information consumers?



This edition of *The Interim Plus* explores current life by placing it under the kaleidoscope of some interesting quotations drawn from a variety of sources. We hope that teachers and students will find the exercise both enjoyable and rewarding.

The quotes have been chosen with diversity in mind. This is an activity of reflection. Students can do the reflecting individually or as a class and then share their insights. A number of statements are presented dealing with economics, technology, history, learning, reading, culture, secularism, law. The statements should elicit considerable interest and could be the jumping off point for some good classroom discussion on each of these themes.

In parentheses are the suggested subject or course. Apply the quotation to a particular event or policy or development or decision.

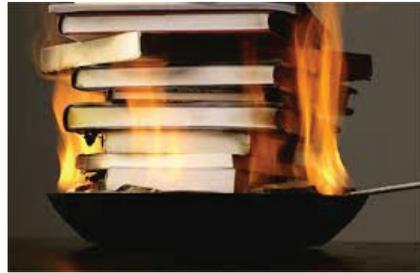
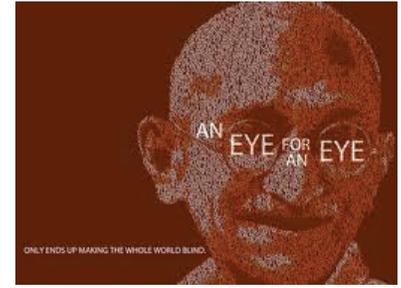
When eating a fruit, think of the person who planted the tree.

Vietnamese saying
[religion, geography, philosophy]



An eye for an eye ends up making the whole world blind.

Mahatma Gandhi



You don't have to burn books to destroy a culture. Just get people to stop reading them.

Ray Bradbury
[English, literature, importance of reading]

ing]

A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey
[history, religion, philosophy]



The true test of civilization is not the census, nor the size of cities, nor the crops, no, but the kind of man the country turns out.

Ralph Waldo Emerson

[quality of a society, its life and citizenship]

You're better than no one and no one is better than you.

Bob Dylan

[character, religion, philosophy]



In the struggle between the stone and the water, in time, the water wins. **Chinese Proverb** [history, philosophy, culture]



Hastiness and superficiality are the psychic diseases of the twentieth century, and more than anywhere else this disease is reflected in the press.

Alexander Solzhenitsyn
[media studies, journalism, communications]

Educational Goals/objectives:

The appropriate curriculum expectations from the various subject disciplines can be pursued for the purpose of the reflection exercise. The teacher needs to be creative in approach. The general objective of this lesson is for all learners to (1) comprehend the "Thought for the Day" (2) appreciate the "Thought for the Day" as it could apply to their lives and daily experiences, to their community or society, (3) and to write a reflection paper (recommended 5 paragraphs in length) in which they

- Explain what the author's quote is saying.
- Explain what the quote means to them.
- Consider how the quote may apply to current problems and realities.
- Explain why the quote is important.

Teacher preparations and general lesson activities:

The teacher should develop his or her own individual insights to the quotes and use personal examples and other allusions to help the learners through the exercise.

- Write the “Thought or Quote for the Day” along with the source on the blackboard or via powerpoint before class starts, or give the quote as a handout to the students at the beginning of class or whenever the situation presents itself as a teachable moment.
- Have the learners read the thought statement out loud and then read the thought to themselves.
- The learner will then use the four key questions to ponder the meaning, importance, and use of the thought.
- If time permits have students write responses to each of the questions, and allow approximately 25 minutes for writing.
- Have the students discuss their learning insights with each other, and allow approximately 20 minutes for discussion.
- Use the final 10 minutes to summarize the discussion and make important connections to curriculum learning expectations and to their relevance to the society we live in.

2. What does it mean to you?
Once you understand what the author was trying to say, then ask yourself, “What does it mean to me?” Think about yourself and your own society. Do you agree with the speaker with his assessment of modern life and the problem of the press? Is the press our friend instead? Are some media more reliable than others? In what way? What does it say about the way we live? Is the press to blame or is it just a symptom of the problem?
3. Why is the issue important?
Now, place your own personal meaning to the quote and think about the importance of what it means to *you*.
4. 4. Think about how you can apply the concept to your lives, perhaps attaching a personal value to the quote. Start to identify specific areas in your lives where you can take action and improve the situation by slowing down or being more reflective. How can you use the insights gained from the exercise? How can you relate more genuinely with those important to you? How can you contribute more to school, home and community? Do we make any effort to correct the press? Do we even bother reading the press? Do we drown ourselves in the pursuit of entertainment, internet social networking, sports watching? How would you rephrase the statement?

Lesson Plan

Introduction

Have learners select the key words in the quote and ask what the words mean.

Body of Lesson

Choose one from the list above or select one of your own based on your own knowledge and interest. These have been provided as illustrations.

Read the “Thought for the Day”

Hastiness and superficiality are the psychic diseases of the twentieth century, and more than anywhere else this disease is reflected in the press.

Alexander Solzhenitsyn

Read the quote and begin to think about the meaning of the quote.

Think about how to use the four questions to help focus their thinking.

1. What is the author trying to say?
First, put yourself in the author’s shoes to try to understand what he or she was saying. Who is the author of the quote? When did he live? Where did he live? What does this background information add to your proper understanding of the quote? Who was he speaking to? Why was it important for *him* to say this?

Writing Component: The students can be directed to write their responses to the Four Questions raised above. You can ask the students to do this aspect of the lesson in a cooperative group mode. In either case you should circulate among the students, answering individual questions and offering encouragement to the groups.

Class Discussion: Learners share their responses and discuss their insights. There are several ways to conduct this discussion. (1) Taking the first question, ask learners to share their responses. Continue in this mode question by question. (2) Have each group share all four of their responses at once. Provide positive feedback and help relate the learners’ responses to the quote. Encourage talk among individuals and between groups and call for feedback among the learners. A technique that works is to highlight the various choices of words to describe the quote. The teacher should write key words on the board as a visual reminder of learners’ ideas and for the final summary of the work. The teacher should work with the *learners’ thoughts and insights.*)

Conclusion and Close

Re-Motivation:

There is always something new to learn around us everyday, and sometimes the things and people that are closest to us are the least appreciated, missing the real perspective of life and the need to perhaps slow down and enjoy it more, even as energetic young people. Perhaps we need to be much more discerning and discriminating when it comes to information media and its role in our lives.

Summary: Invite the students to summarize what they have learned by this process. Learners should connect insights to previous learning, and the learning expectations announced earlier.

The other quotes can be considered and analyzed using the same process, but with a different set of questions appropriate to the quote and its meaning.

**Part D
Taxation and Budgets**

As stated in the economics course guideline for Ontario schools, “resources, as individuals and as a society, are limited – or ‘scarce’, ... our needs and wants are virtually unlimited, and so we must constantly make choices.” Government, in a mixed economy (private–public) like that of Canada, must act to help satisfy people’s needs and wants while respecting market forces and the right of privately owned companies to pursue profits. In a healthy democracy the budget process allows for public discussion and opposition criticism. The federal government in a variety of ways does have influence over economic decision-making and the presentation and passage of a budget is one of its chief means. By studying this process students can learn much about the workings of the Canadian economy and even their place in it, now and in the future,



whether as workers, managers, professionals, consumers of goods and services, or productive contributors to the economy and to Canadian society.

Again according to the curriculum guidelines, most Canadians (of whatever age group) are at the same time consumers (wishing to satisfy their needs and wants), contributors (providing the labour, expertise, and material resources required to produce goods and services) and vigilant citizens (keeping an eye on how public institutions like the government and private enterprises serve the common good of general society).

Students in Canada need to understand how the “scarcity” of economic resources requires individuals and societies to make economic choices, and within that context be able to make sound personal financial plans. This kind of knowledge also helps them to choose a possible career path, based on trends in labour markets. It is in their own self-interest that they be able to analyse the factors that may affect their socio-economic future in Canada.

Federal Budget Lesson Expectations:
The student will

1. gather information on a current event (the federal budget) from a variety of sources
2. evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, underlying assumptions, stereotypes, prejudice, and bias); suggested sources, internet, Globe and Mail, Financial Post, etc.
3. organize and record information gathered through research (e.g., using notes, lists, timelines, charts, graphs,)
4. formulate and use a thesis statement when researching a topic or issue;
5. distinguish between fact, opinion, and inference in texts and visuals found in the sources;
6. identify different viewpoints and explicit biases when interpreting information for research or when participating in a discussion;
7. draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence;
8. express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, role playing, group presentations)

The lesson respects the categories of knowledge and skills called for in the Ontario curriculum course guidelines. These would be also applicable to curriculum in other provinces:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows :

- planning skills (e.g., focusing research, gathering information, organizing an inquiry)
- processing skills (e.g., analysing, evaluating, synthesizing)
- critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research)

Communication. The conveying of meaning through various forms, as follows :

- oral (e.g., story, role play, song, debate, discussion)
- written (e.g., report, letter, diary)
- visual (e.g., model, map, chart, movement, video, computer graphics)

Application. The use of knowledge and skills to make connections within and between various contexts.



On Thursday March 21, 2013 federal Finance Minister Jim Flaherty presented a budget in the House of Commons. This is an exercise required by the law and it can serve many purposes in the political and economic

life of the country depending on the timing within the life of a particular government (whether it's the initial budget, a minority government's budget, or the last budget preceding an election, etc). The budget can be designed to accomplish different purposes.

Whenever a government introduces a new budget, there is always the potential for "winners and losers", for example some people end up paying more in taxes while others may escape any new increase. Sometimes the budget is characterized as a "stand pat" or "don't rock the boat" budget. Some economic sectors may receive a boost while others are hurt by new regulations. Besides the timing, many other factors can help shape the budget, for example, more spending on social services, more favorable tax rates for corporations, job creation measures, deficit reduction, new programs, regional equity, reduction of unemployment rates, help to seniors, new child tax credits, foreign aid, charitable donations, transfer payments to provinces, defence spending, assistance to cities, crime prevention, strengthening of families, etc. The effect of budgets to some greater or lesser degree is important to everyone in the country.

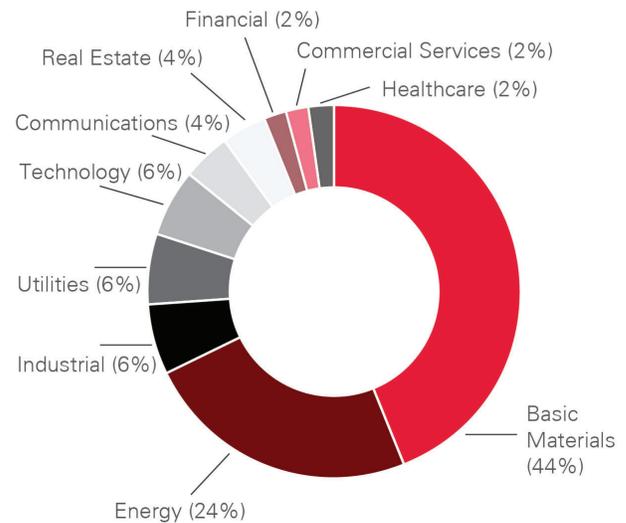
Questions

1. What consultations are done in preparation for the budget? Is the process transparent? Are ordinary Canadians invited to participate? Which stakeholder groups are likely to be given most consideration?
2. Evaluate the recent federal budget from the point of view of the government's role in promoting economic opportunity for all Canadians?
3. Did it do anything for social welfare programs (e.g., old age pensions, unemployment/employment insurance, family allowances/child tax credits,)?
4. Does the budget show whether the government is aware of changes in the labour force and in the participation rate of various sectors of the population? What affects rates of employment?
5. How was it received or analyzed by the media? Choose an outlet from each of the five regions of Canada (Ontario, the West, Quebec, Atlantic provinces, and the far north or Territories)?
6. How did they assess its effectiveness in meeting the needs of various segments of society?
7. Did the budget say anything about our economic relations to the United States or our dependence on international trade?
8. Does the budget in its various programs act as an incentive for stable family formation?

Topics for further exploration of the economic impact of budget making

1. Explain the factors that cause the patterns of labour supply and demand to change (e.g., demographic trends, advances in technology)?
2. Analyse the causes of specific types of unemployment (e.g., seasonal, structural, cyclical) and their impact on career choices.
3. Identify the value and significance of trade to Canada's economy.
4. Describe ways in which governments in Canada intervene in the economy to balance the competing interests of stakeholders.
5. Why is an understanding of market forces in the interest of consumers, producers, and other stakeholders?
6. The OECD periodically issues reports on the relative performance of developed nations. Consult the most recent report, and compare the performance of the Canadian economy with that of other developed countries. What are various measures of economic well-being that the analysis is based on?

Industry Classification



Yahoo! Forum for Teachers

Lastly, we bring to teachers' attention the formation of a Yahoo! group to serve as a forum for pro-life educators to exchange ideas, views, and communicate their thoughts and teaching strategies on key life issues of the day. You are encouraged to join the group and make your own contributions. This is one simple way to expand the culture of life.

The address is:

<http://groups.yahoo.com/group/TheInterimPlus/>

Please tell friends and colleagues about this new link for communicating with like minded educators. There is so much to be done and so few to do it, especially when the few do not realize how numerous they actually are because they are not in contact with one another. Nominate friends and fellow teachers. Send this call out to them.

Also, if you have a resource to share we will gladly post it for others to access.

How to join The Interim Plus via the group page:

1. 1. Locate the group (<http://groups.yahoo.com/group/TheInterimPlus/>).
2. 2. Click on the Join This Group button on front (home) page, as seen above.
3. 3. If you are not signed in, you will be asked to enter your Yahoo! ID. If you do not have a Yahoo! ID, you can register by clicking on the Sign Up link.
4. 4. Set your membership preferences. When you join, you can choose a profile you would like to display to the group, select the email address at which you would like to receive group messages, choose how you receive group messages, and more.