

2024 U.S. ELECTIONS CURRICULUM — GUARANTEE ACCESS TO ABORTION UNIT

GRADES:

9-12, University

FACILITATOR NOTE(S):

- **Human Rights & The US Elections 101** should be completed before moving on to any activities in this unit.
- Facilitators have the freedom to complete the entire unit or complete specific activities from this unit, depending on how much time is allotted.

MATERIALS:

- Slide Deck
- Slide Deck Lecture Notes
- Anchor Chart Paper
- Markers
- Crayons
- Pencils

ESSENTIAL QUESTIONS:

- What is abortion?
- What is the difference between Reproductive Health, Reproductive Justice, and Reproductive Rights?
- Why is abortion a Human Right?
- How is abortion access impacted by the social and political landscape of the US?
- What role does intersectionality play when it comes to accessing abortion?
- What are the US Human Rights obligations to respect, protect, and fulfill abortion access?

COMMUNITY NORMS:

- **One mic, one voice:** One person speaks at a time.
- **“Ouch:”** Should a participant feel offended or upset by a comment made during community discussion, that participant can call “ouch” and then educate the rest of the group as to why the comment was offensive/hurtful. This can lead to deeper discussions and strengthen understanding about people’s specific lived experiences.
- **Embrace discomfort:** Get comfortable with being uncomfortable. Growth hurts but the expansion is worth it!

RECOMMENDED SEQUENCE FOR THIS LESSON:

Begin with introduction to the unit, review Community Norms, Essential Questions, and AIUSA Elections Platform.

SESSION 1

WARM UP: SILENT REFLECTION (20 MINUTES)

- Facilitator posts anchor chart paper around the room, each with a different heading (Abortion Access Support, Anti-Abortion, Questioning)
- Participants silently spend time at each chart and write down words, phrases, symbols, questions, related to abortion from the perspective of the stance written on the chart paper. For “questioning,” participants write down specific questions that they have about abortion.
- Community Debrief:
 - What are some common arguments or concerns that you observed from different perspectives?
 - Did you encounter any viewpoints or perspectives that were different from your own? How did that make you feel?
 - How might understanding different perspectives on abortion influence public discourse and policymaking?

LECTURE

- Detailed lecture notes are linked above under “Materials”.
- Facilitators have the freedom to break up lectures as they see fit. For example, the Facilitator can choose to teach a couple of slides each day before breaking participants up into their activities.

- Flipped Classroom: Assign specific slides and lecture notes to participants
 - Participants should review the slides before coming to this session
 - Participants should define unfamiliar vocabulary and come up with 2-3 questions and talking points to discuss with peers
 - Facilitator may break participants up into pairs to discuss what they learned from the slides and their questions/talking points as a Warmup
- Allow a few minutes for discussion about Global Gag video
- Allow a few minutes for discussion about Reuters video

ACTIVITY(S):

Choose 1 activity to complete immediately after the Warmup and lecture. You may complete additional activities in this unit during a separate session.

1. Our Bodies, Our Stories (60 minutes)

- Facilitator posts abortion stories around the room
- Participants go on a gallery walk and read through each person’s story
- Facilitator posts guiding questions as participants go through gallery walk
 - Participants engage in conversation with each other based on the abortion stories they are currently standing in front of

SESSION 2

WARM UP (20 MINUTES)

• Pop Quiz on Abortion

- Participants reflect on what they know about abortion in their state and complete the pop quiz linked above (Allow 10 minutes to complete)
- Participants spend time researching the correct answers to the quiz questions

ACTIVITY(S):

1. Abortion Access by State (60 minutes)

- Participants break up into small groups
- Participants explore interactive map
- Participants identify key similarities and differences between abortion access by state
- Participants Abortion by State Guided Notes while exploring the interactive map
- Mini Research:
 - Participants may create new small groups
 - Participants conduct research on abortion cases and laws using this State Abortion Cases & Laws worksheet
 - Participants illustrate their research findings on anchor chart paper to present to the rest of the community
 - Participants can also explore AIUSA's Protect Abortion Access This Election map and engage in actions to protect the right to abortion
- Community Debrief:
 - What similarities did you notice between states? What differences did you observe?
 - What factors contribute to the varying laws put in place regarding abortion access?
 - How do you think restrictions on abortion access impact pregnant people?

- Why is it critical to discuss abortion access with your community even if it is not a procedure you would consider for yourself?

2. Abortion, Art & Activism (60 minutes)

- Participants break into small groups and analyze art pieces and photos illustrating abortion access and reproductive rights in the US
- Community Debrief:
 - What messages do you observe in these art pieces/photos?
 - Which art piece and/or photo resonated with you the most and why?
 - What feelings, sensations, thoughts, lived experiences came up for you as you analyzed the art pieces/photos?
 - What creative techniques did the artist use to convey their message? How did their use of color, composition, symbolism, etc. contribute to the overall impact of the art pieces/photos?
 - How did the art pieces and/or photos challenge or support your perspective on abortion access in the US?
 - Why is art a powerful tool for activism and social change?
- Participants then create an art piece illustrating what abortion access means to them (If some participants are hesitant to showcase their drawing capabilities, provide alternative options like writing a poem, a song, or a rap, writing a letter to a loved one considering abortion)
- Community Debrief:
 - Participants should be encouraged to share their pieces with the community
 - What was the inspiration for your piece?
 - What does abortion access mean to you?

3. Let's Talk About Abortion (60 minutes)

- Participants silently reflect on the following scenario:
 - Facilitator says: "Reflect on the following question: What factors must be considered before deciding to have a child or grow a family?"
 - Participants silently reflect on the question and fill out Let's Talk About Abortion Factors Reflection worksheet
- Participants break into small groups and engage in conversation using Let's Talk About Abortion Cards (you can print out and post around classroom)
- Participants may come back together as a whole community to discuss the conversation cards

ADDITIONAL READINGS, RESOURCES, AND ACTIVITIES FOR DEEPENING UNDERSTANDING:

- Obstacles to Autonomy: Post-Roe Removal of Abortion Information Online
- Sexual and Reproductive Health, Rights, Justice, Pleasure, and HIV
- Reproductive Justice, Reproductive Health and Reproductive Rights: A Framework
- What is the difference between reproductive health, rights, and justice?
- REPRODUCTIVE JUSTICE MEDIA REFERENCE GUIDE: ABORTION AND THE LATINX COMMUNITY
- Gestational Bans: Guttmacher Institute
- Parental Involvement in Minors' Abortions
- Counseling and Waiting Periods for Abortion
- Women's Autonomy, Equality, and Reproductive Health
- Abortion in the USA: The Human Rights Crisis in the Aftermath of Dobbs