

Pillar

Morals: Your Beliefs and How to Act in the World

Materials

1. Watch TedxTalk (14:35) :

https://www.ted.com/talks/elyn_saks_a_tale_of_mental_illness_from_the_inside

[\(Links to an external site.\)](#)

2. Read the Psychology Today article "What does having a 'mental health disorder' actually mean?"

<https://www.psychologytoday.com/us/blog/7-billion-brains/202001/what-does-having-mental-health-disorder-actually-mean#:~:text=%22Modern%20psychiatry%20considers%20mental%20health,to%20the%20people%20around%20you%22>

[\(Links to an external site.\)](#)

Objective

Students will be able to discuss what mental illness means to them.

Students will be able to define mental illness and its importance.

Students will have the opportunity to reflect on the community conversation and challenge their own beliefs.

Activity

Personal Contemplation & Community Conversation

Reflection Questions for Personal Contemplation to be completed in the students' personal journals:

1. What do I know about mental illness? What does mental illness mean to me?
2. How did I learn about mental illness? How does mental illness impact my daily life?
3. Who taught me? Who do I have as models for creating my beliefs about mental illness?
4. Where do I see information about mental illness? Where am I receiving my information about mental illness?
5. When did I learn about mental illness? When does mental illness matter?

Topics to be displayed for students to help guide contemplation (taken from themes of the TedTalk):

1. Mental health stigma
2. Criminalization of individuals with mental illness
3. Prejudice and discrimination
5. Media portrayals
6. People vs. diagnoses

Activity: Think, Pair, Share for Community Conversations

Students will be randomly paired via Zoom to share their reflections from part 1. This allows students the space to find out what mental illness morals mean to one another.

Students will be asked to write down themes to be shared with the class after the Think, Pair, Share is complete.

Instructor to facilitate the conversation afterward to reflect on themes presented among smaller groups to the class as a whole. Students will be given the following article to review as homework and additional resources for mental health and effective coping.

<https://www.psychologytoday.com/us/blog/what-mentally-strong-people-dont-do/202001/5-things-therapists-wish-everyone-knew-about-mental>

Activities for the Students

Pillar

Ethics: Becoming Aware of my practices

Objectives

Students will be able to identify possible biases and beliefs.

Students will be able to discuss what these social issues mean for them and how they impact their life.

Students will be able to find ways in which they can be part of the solution for these social issues.

Students will have the opportunity to reflect on the community conversation and challenge their own beliefs.

Activity 1

Watch a movie and identify one topic about a social issue they care about in the movie and one social issue they are not very passionate about. Journal and reflect on why they care about certain topics and/or not care much. Open for discussion among the students.

Activity 2

Bring an article of a current social issue you care about. Come up with three questions for the community. The other students have to reflect on their journal for 5-10 mins. Open for discussion among the students.

Activity 3

Bring an article of a current social issue you care about. Form a group of students (depending on the size 4-6 students in each group) Discuss their article with the rest of the students and choose democratically what article they want to use for the exercise. After choosing the article, identify:

1. Cause of the issue (Ex. Slavery)
2. Current state of the issue (Ex. Police Brutality against Black people)
3. How would they solve the issue?(Ex. Equality and better opportunities for all. Better training in the Police Department. etc)

Create three still images that represent the cause, the current state and the solution of the social issue they are working on.

At the end of the exercise, students reflect on their journal and then open a discussion.