

MIND FRAME

YOU ARE VALUABLE JUST BECAUSE YOU EXIST. - MAX LUCADO



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BIG QUESTIONS: What is mental illness and who gets it?

What roles do **Blame, Shame, and Empathy** play in how we view people with mental health disorders?

What can we do to improve awareness and treatment options for those with mental illness?

DISCUSSION STARTER:

1. Place 9 large white wall post-its on the walls. Write the 8 mental health disorders that are in red in the list below on the 8 different large white post-its, one per post-it. Place them around the room on the wall. The 9th white wall post-it will have “Other” written on it for any disorder that is not listed in the 8.

LIST OF DISORDERS FROM THE WEBSITE: NATIONAL ALLIANCE OF MENTAL ILLNESS (NAMI)

ADHD

ANXIETY DISORDERS

BIPOLAR DISORDER

BORDERLINE PERSONALITY DISORDER

DEPRESSION

DISSOCIATIVE DISORDERS

EATING DISORDERS

OBSESSIVE-COMPULSIVE DISORDER

POSTTRAUMATIC STRESS DISORDER

SCHIZOAFFECTIVE DISORDER

SCHIZOPHRENIA

SUICIDE

RELATED CONDITIONS

ANOSOGNOSIA

DUAL DIAGNOSIS

PSYCHOSIS

SELF-HARM (CUTTING)

SLEEP DISORDERS

2. Give everyone small post-its.
3. Ask students to place a small post-it-note on the large white post-its on the wall if they or someone they know has one of the disorders.
4. After everyone has posted notes on the large papers ask them to look at the walls.
5. There should be plenty of post-it-notes on the wall - if there are not - the conversation can go directly to the idea of Stigma - which is the next section.

CONVERSATION STARTER QUESTIONS (Examples)

How did it feel to participate in this exercise? Does anyone want to share how the disorder has impacted the person and those they know? Do you, or the person you know, talk about the disorder? Do you think this person encounters any stigma (people judging and trying to shame them)?

BLAME - SHAME - EMPATHY

WATCH THE FOLLOWING **BRENÉ BROWN VIDEOS** fill in the worksheets in [RESOURCES] tab.

[DR. BRENÉ BROWN ON BLAME](#)

[BRENÉ BROWN ON EMPATHY](#)

[SHAME & EMPATHY](#)

Time - 3:25

Time - 2:53

Time - 8:38

Students can discuss what they learned about the definitions of **blame**, **shame** and **empathy**.

DISCUSSION OR WRITING REFLECTION - Consider the videos we just watched.

Choose one of the topics: **Blame - Shame - Empathy**

1. Write about a time where you felt ashamed. Why did you feel this way? What helped you to feel better? What did you learn from the experience?
2. Write about a time where you automatically blamed someone or were blamed for something. How did you feel and how did bringing blame / judgment into the situation impact it?
3. Write about a time where someone was empathetic towards something you were going through. Write about a time where someone was sympathetic towards what you were going through. What is the difference and impact?

Students can share their responses if they feel comfortable.

VIDEOS: STIGMA & INVISIBILITY

Play the 30 second video [#STIGMA FREE](#) Presented by:

Dr. Mayim Bialik also known as Amy Farrah Fowler from The Big Bang Theory.

BREAKING THE STIGMA: VIDEO VISIBILITY - SPEAKING OUT

There are many CELEBRITIES WHO HAVE A MENTAL HEALTH DISORDER WHO ARE SPEAKING OUT TO HELP BREAK THE STIGMA: **EVERYONE IS GOING THROUGH SOMETHING**

[SNL PETE DAVIDSON BORDERLINE PERSONALITY DISORDER](#) 1:30

[RAPPER KID CUDI - DEPRESSION](#) (CNN) 1:15

[CLEVELAND CAVALIERS ALL-STAR KEVIN LOVE TALKS WITH ESPN](#) 5:37

[12 CELEBRITIES SPEAK OUT](#) (Teen Vogue Article)

[EIGHT ATHLETES SHARE THEIR BATTLE WITH MENTAL ILLNESS](#) (USA Today Article)

[STRENGTH OVER SILENCE](#) NAMI. [RACE & ETHNICITY IMPACTS MENTAL HEALTH](#) 6:01

DISCUSSION OR WRITING REFLECTION ON STIGMA

1. Does it help de-stigmatize mental illness when famous people talk about their struggles with mental disorders or are they too far removed from your reality to have a valid impact? If it makes a difference in reducing shame, explain. If it doesn't reduce the stigma and shame, explain why not.
2. Does it help reduce stigma to hear people from different cultural and ethnic backgrounds talk about their struggles?

SUICIDE

WATCH THE TED-X VIDEO [THE INVISIBLE ILLNESS](#) 19:49

DISCUSSION OR WRITING REFLECTION

1. In the video, Talking about Invisible Illness, the speaker gives a specific compare/contrast example of how his family was treated when his mother had cancer and how they were treated when his younger brother suffered from mental illness. What do you think motivated the friends to judge the family and to treat them differently?
2. Have you personally observed a difference in the way a person is treated when the illness is physical rather than emotional/psychological?
3. What is your opinion of the Active Minds club he started on campus?

VIDEO: SUICIDE ATTEMPTS, RESCUES, AND FAILS

[THE BRIDGE BETWEEN SUICIDE AND LIFE](#) 14:13

DISCUSSION OR WRITING REFLECTION

1. What information surprised you most from the video?
2. How does suicide impact the people who are trying to prevent it?
3. Did the speaker, Kevin Briggs, present any useful information that you could use?

VIDEOS: THE IMPACT OF SUICIDE

Play Anderson Cooper Interview [DEALING WITH SUICIDE](#) 2:42

Play the Buzz Feed Yellow Video [WHAT IT'S LIKE TO LOSE SOMEONE TO SUICIDE](#) 4:34

DISCUSSION OR WRITING REFLECTION

1. Anderson Cooper's brother committed suicide. How did it impact Anderson Cooper and his views on life?

2. Peta, the first speaker, said she is not ashamed – she is grief stricken. What is the difference between shame and grief? Why would she feel **shame**? Consider the videos by Dr. Brené Brown.
3. What was the physical and emotional responses that the survivors experience and what did they learn?

POETRY ANALYSIS AND DISCUSSION

SEVERED HANDS

1. How does the physical description in the first stanza help to form an opinion of the student's character or the way she might be perceived?
2. In the second stanza, what indication does the student give that she might be suicidal?
3. In the third stanza, what is the teacher's attitude towards the student and how do you know? What might this reveal about the teacher?
4. The fourth stanza introduces a scientific experiment about touch. Read the following articles: [TOUCHING EMPATHY](#) in Psychology Today and [THE EXPERIENCE OF TOUCH: RESEARCH POINTS TO A CRITICAL ROLE](#) in The New York Times. There are many experiments regarding depression and suicide that could have been placed in the fourth stanza. Why is this concept of touch important and how is it used in the poem?
5. The last three stanzas refer to some of the information we have discussed regarding suicide, suicide attempts, and survivors. Discuss the last three stanzas with what you now know about suicide attempts and survivors.
6. The two emotional states referred to are **shame** and guilt. Why do you think the poet chose these words?

BIPOLAR DISORDER & SCHIZOPHRENIA

Watch and read the information for a basic understanding of the two illnesses.

1. WATCH D-NEWS ON [WHAT IT'S LIKE TO HAVE BIPOLAR DISORDER?](#) 4:52
2. Watch [NAMI'S TELL ME ABOUT SCHIZOPHRENIA](#) 1:09
3. Watch Anderson Cooper in the [SCHIZOPHRENIA SIMULATOR](#) 5:03
4. Read the Washington Post article [MOST MASS MURDERERS ARE NOT MENTALLY ILL](#)

DISCUSSION

- The article argues that most mass murderers are not mentally ill. Do you agree or disagree with the ideas in the article? Sometimes experts misinterpret the 'facts' based on perception or lack of complete background information.

- If the article is right - brainstorm on ways we can change the misperception of mental illness being the cause for mass shootings? Is this part of the stigma attached to mental illness?
- If you disagree with the article find sources to support your opinion and consider creating suggestions for de-stigmatizing mental illness and funding mental health care to decrease the number of mass shootings.

BLAME-SHAME-EMPATHY

MENTAL HEALTH DISORDERS AND THE POLICE

3. Under the **[RESOURCES]** tab Read the L.A. Times article LAPD USE OF FORCE REPORT article, **[POLICE INTERACTIONS]** then the tab **[MENTALLY ILL POLICE SHOOTINGS]**. Two articles on Tanisha Anderson are also under the **[POLICE INTERACTIONS]** tab and should be read before analyzing the poem Sirens in Her Belly.

SIRENS IN HER BELLY

Identify points of concern mentioned in the poem:

- What perspective does the narrator of the poem have regarding the incident?
- The poem is open-ended with ellipsis - What is the call to action and is there more than one call to action?
- Brainstorm on ways that these types of situations could be handled differently.

WRITING PROMPT

There have been many incidents similar to Tanisha Anderson's tragedy.

ASSIGNMENT:

Research and find a similar incident, or perhaps you know of a similar situation. If you know of other situations in your community you can write about them using one of the following formats:

Suggested questions to consider: What do you think the authorities should have done?

What would you say to the family? What can be done to rectify the situation? Does the family or Tanisha have some responsibility in her death? These are only suggestions; you may choose to write about a different aspect of this dilemma.

- A letter to the victims or to the police officer, or both
- a poem or spoken word performance
- essay or a one page reflection

SEE TECHNOLOGY TABS AND OUTREACH TAB FOR EXTENDED ASSIGNMENTS