



The Balance Between Mind, Body, And Spirit: An Introduction

Time: One Block-Scheduled Class or Two Sixty-Minute Classes
Grade Level: 7-12

[SLIDES](#)

Purpose:

The purpose of this lesson plan, "The Balance Between Mind, Body, and Spirit," is to introduce high school students to Chicax indigenous ways of healing. By exploring holistic approaches that integrate mental, physical, and spiritual well-being, students will gain a deeper understanding of the cultural practices and philosophies that promote healing and balance within the Chicax communities. This lesson aims to reconnect students to indigenous practices with respect for healing traditions, self-care practices, and appreciation for the interconnectedness of mind, body, and spirit in personal and communal wellness.

Unit [Enduring Understandings](#) Alignment:

- We understand that our roots and indigeneity were established prior to colonization and that they are a source of knowledge, connection and healing.
- We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.
- We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:

1. How do Chicax indigenous healing practices integrate the concepts of mind, body, and spirit, and what can we learn from these holistic approaches to well-being?
2. In what ways can we apply the principles of balance and interconnectedness found in Chicax indigenous healing to our own lives and communities?

Essential Skills:

- Students should develop the ability to recognize and appreciate the diverse cultural contexts of Chicax

indigenous healing practices. This skill involves actively listening, respecting different perspectives, and understanding the historical and social significance of these healing traditions.

- Students need to cultivate the ability to analyze and reflect on the principles of balance between mind, body, and spirit as presented in the lesson. This skill encourages them to connect these concepts to their own lives, consider the relevance of holistic healing, and evaluate how these practices can enhance their personal well-being and that of their communities.

Cultural Wealth (Yosso, p. 78):

- Familial Capital
- Resistant Capital

Ethnic Studies Principles Alignment:

2. Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.

Standards Alignment:

- CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Materials:

Vignette #1 “She is just a scaredy cat—de todo se asusta” (everything frightens her)	Vignette #2 “He is just a difficult child; no le gusta hacer caso (he does not like to obey)”
Vignette #3 “Please make my son heterosexual; who will carry on our family name?”	Vignette #4 A problem of disrespect
SLIDES	Chicana and Chicano Mental Health: Alma, Mente y Corazón – by Yvette G. Flores

Modifications, Accommodations, Resources for Multilingual Students :

Employ translanguaging strategies.

Critical Vocabulary:

CRITICAL VOCABULARY
Curanderas/os/xs, root doctors & other indigenous healers
Dual belief system
Alma, Mente y Corazon

C1: Cultural Rituals and Energizer

Description:

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time.

We encourage Ethnic Studies lessons to start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement	2 min
Step 2	Ancestor Acknowledgement	5 min
Step 3	Cultural Energizer “Health is viewed holistically and depends on the individual, family, and community being in balance with one another and with the environment and spirit world. The primary threats to health - physical, emotional, spiritual, and psychological - are rooted in imbalance. Threats to health include any and all factors that produce disharmony.” Think-Ink-Pair-Share Check-in # from 1-10	10 min

What is an imbalance in your life that is causing disharmony?

C2: Critical Concepts

Description: According to Curanderas/os/xs, in order for mental health is to be in balance; an alignment of body, mind and spirit.

STEP	DESCRIPTION	TIME
Slide/ Step 1	Curanderas/os/xs, root doctors & other indigenous healers	5 min
Slide/ Step 2	Dual belief system Alma, Mente y Corazón	10 min

C3: Community Collaboration and/or Critical Cultural Production

Description: Countering Western psychiatric and psychological explanations focus primarily on “BIOLOGICAL BASIS OF MENTAL DISORDERS.” And are often treated with psychotropic medications that only mask, neglect, and minimize....

STEP	DESCRIPTION	TIME
Step1	<p>Read the introduction to ADOLESCENT MENTAL HEALTH and use the metacognitive markers on this slide. Then answer the following questions. Here are the revised questions tailored for high school students:</p> <p>DOK Level 1 (Recall): What mental health issues are most common among Chicano/a youth, as mentioned in the text?</p> <p>DOK Level 2 (Skill/Concept): According to the Houston School Study, how does the risk of mood and anxiety disorders in Chicano/a youth compare to their European American and African American peers?</p> <p>DOK Level 3 (Strategic Thinking): Discuss how factors like acculturative stress and family dynamics might contribute to higher rates of anxiety and mood disorders in Chicano/a adolescents.</p> <p>DOK Level 4 (Extended Thinking): Considering the identity formation challenges and psychosocial needs of Chicano/a youth, what long-term effects might these</p>	25 min

	issues have on their mental health? What support strategies could be introduced to help them navigate these challenges?	
Step 2	<p>In groups, read these vignettes and answer the questions on the next slide.</p> <p>Vignette #1 “She is just a scaredy cat—de todo se asusta” (everything frightens her)</p> <p>Vignette #2 “He is just a difficult child; no le gusta hacer caso (he does not like to obey)”</p> <p>Vignette #3 “Please make my son heterosexual; who will carry on our family name?”</p> <p>Vignette #4 A problem of disrespect</p>	25 min

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	Students will analyze, research and respond to this prompt: Given the various mental health and identity challenges faced by Chicano/a youth, how can schools, community organizations, and families work together to develop effective support systems that meet their specific needs and promote their mental well-being?
Assessment: How will the students be assessed?	Students will present individually or in small groups to the following prompt from above: Given the various mental health and identity challenges faced by Chicano/a youth, how can schools, community organizations, and families work together to develop effective support systems that meet their specific needs and promote their mental well-being?
Evaluation: How will the effectiveness of this lesson plan be evaluated?	The effectiveness will be evaluated on the students’ response to this project based on clarity, creativity, application of concepts, and depth of understanding.