

The logo for Puente Anthology features a stylized yellow and orange arch above the word "PUENTE" in blue and "ANTHOLOGY" in orange, separated by a vertical line.

PUENTE | ANTHOLOGY

MIND, BODY, & SPIRIT

Curriculum



"Sometimes I feel like I am living on a different star from the one I am used to calling home. It has not been a steady progression. I had to examine, in my dreams as well as in my immune-function tests, the devastating effects of overextension. Overextending myself is not stretching myself. I had to accept how difficult it is to monitor the difference. Necessary for me as cutting down on

sugar. Crucial. Physically. Psychically. Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare. "

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-- Audre Lorde. *A Burst of Light and Other Essays*

NOTE TO THE EDUCATOR

- One of Puente's fundamental beliefs is that we teach to the whole student, seeing them as they are and meeting them where they happen to be. This includes teaching students who are often learning to find balance of body, mind, and spirit amongst ongoing personal an...

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Key Term / Definition

Leah Lakshmi Piepzna-Samarasinha defines Healing Justice:

"My definition of healing justice is inherently anti-ableist and centering of disabled people's genius, and it places healing justice in opposition to colonial ideas of what and who count as "real healers" or "real healing." Disabled wisdom challenges the entire western colonial ableist idea that a body is either perfectly able-bodied, or broken and useless. Instead, healing justice centres disabled wisdom that does indeed want access to medicines, adaptive technology, and other things that improve our energy, mobility, or immune systems, but also believes sick and disabled and mad and neurodivergent bodies are a normal part of the continuum of being human, full of wisdom, crip skills, adaptability, and crip science."

Learning Objectives

These pieces have been selected as a way for students to:

- Explore the differences between dominant narratives of health and wellness and the true meanings of self-care and community care
- Explore topics often downplayed or stigmatized in BIPOC communities
- Deepen students' understanding of mental health topics, resources, and tools that will serve them and their communities beyond the classroom
- Engage in reading and writing that encourages empathy and self-reflection

Essential and Guiding Questions

- How is health and wellness defined? What does it include?
- What are ableism and fatphobia? How can we work together to create a world that is free of judgment and harm for fat and disabled people in our communities?
- How does power and privilege impact a person's quality of life?
- What social and systemic factors impact a person's level of physical, mental, and spiritual health?
- What are the various ways that BIPOC communities have found justice and healing?
- What role does culture and art play in the strength and wellness of our communities?
- What are the differences between self-care and community care?

Suggested Activities

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- Ask students to give definitions and examples of their idea of "self-care." Ask them why they believe self-care is important. Then, as a class, spend time reading and discussing [this article on the limits of self-care](#) and [this article on the importance of community care](#). Lead a discussion with your students on the differences between self-care and community care. To close, ask your students to write a list of activities they would like to do for themselves, and a list of activities they can do to provide care to their communities. You may frame this as a classroom-focused activity (i.e. the community in question is everyone in the classroom, and the goal is to learn how to support each other throughout the school year) or you may frame it with a broader scope by asking students to consider their communities outside the classroom as well. (MS, HS, CC)
- Medicine Wheel: [A wellness lesson](#) by Liliana Moncada (MS, HS, CC)
- Have students bring in meaningful items for a nondenominational classroom altar, following the themes in Ariana Brown's poem "Curanderismo" using this lesson plan. (MS, HS, CC)



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- What kind of person do I want to be in the future?
- What kind of relationship do I want to have with myself in the future?
- De-stress activity box: Bring an empty shoebox to class. Spend some time asking students to come up with a short list of fun, calming, or restful activities that only take 5 minutes and can be done safely in class. (Examples: playing heads up seven up, guided breathing exercises, standing up and stretching, musical chairs, everyone whispers the lyrics to a popular song, talent showcase from one student, walk 3 laps around the classroom, quick dance session, etc.). Write the list of activities on small pieces of paper and put them in the box. Tell students that once a week, or after stressful moments in class, one person can pick an activity from the box for the whole class to do to relieve stress. (MS, HS, CC)
- Dedicate a class session to helping your students understand the spoon theory from disability studies using this [Spoon Theory Classroom Activity](#). (MS, HS, CC)
- Spend some time as a class reflecting on the pleasures of life and how our bodies let us enjoy them. Make a list of fun, enjoyable activities, places, foods, music, etc. Ask students to write a love letter or thank you letter to their bodies for allowing them to experience the beautiful parts of life, despite the hardships. (Sidenote: This is a useful prompt for discussing body image, mental health, and disability. Disabled students and trauma survivors may need to express complicated feelings about their relationship to their bodies--assure your students that it is okay if they have complicated feelings about their bodies and what they have experienced, and it is okay if they need to express those thoughts, too.) (MS, HS, CC)
- Warm-up activity: When students walk into class, have this activity written on the board for them to complete in their notebooks. This can be a daily, weekly, or one-time activity. (MS, HS, CC)
 - How do I feel right now?

- How will I honor my needs today?
- How can I be a good friend today?

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- Spend a week on building self-care practices using the [Teen Self-Care Planning resource](#), including six days' worth of lesson plans and worksheets. (MS, HS, CC)

Text Selections

POETRY

- Bell, Jazz [Access Dreaming](#) (ebook and audio) (HS, CC)
- Brown, Ariana ["Curanderismo"](#) (video) (MS, HS, CC)
- Diaz, Christopher ["Lightbulbs"](#) (video) (HS, CC)
- Diaz, Christopher & Anacristina ["Anxiety is like..."](#) (video) (HS, CC)
- Limón, Ada ["Late Summer After a Panic Attack"](#) (poem) (HS, CC)
- Lopez, Alan Peleaz ["Sick' in America"](#) (poem) (MS, HS, CC)
- Lopez, Alan Peleaz, ["An Encounter with my Heart"](#) (poem) (MS, HS, CC)
- Nandakumar, Arvind ["The Spectrum"](#) (video) (HS, CC)
- Shange, Ntozake [for colored girls who have considered suicide when the rainbow is enuf](#) (book) (HS, CC)
- Stewart, Ebony, ["Mental Health Barz"](#) (video) (MS, HS, CC)
- Xiuhua, Yi [Moonlight Rests on My Left Palm: Poems and Essays](#) (book) (CC)

FICTION

- Callender, Kacen. [Hurricane Child](#) (novel) (MS, HS, CC)
- Kelly, Erin Estrada [Hello, Universe](#) (novel) (MS, HS, CC)
- Sánchez, Erica [I Am Not Your Perfect Mexican Daughter](#) (novel) (MS, HS, CC)

PLAYS

- Grise, Virginia. [Your Healing is Killing Me](#) (play) (MS, HS, CC)

COMICS

- Quindrie Press [When I Was Me: Moments of Gender Euphoria](#) (comics) (MS, HS, CC)

MEDIA

- Latin-X from Vice [The Mental Health Crisis Among Latina Teens](#) (video) (MS, HS, CC)
- The Man Enough Podcast ["No More Silence: Explore Vulnerability and Black Masculinity \(Re\)Imagined with Yolo Akili Robinson"](#) (video) (MS, HS, CC)
- Rebel Eaters Club ["Fatphobia \(& Foodphobia\) is Anti-Blackness with Da'Shaun Harrison"](#) (podcast episode) (MS, HS, CC)
- 신 선 영 Sun Yung Shin, ["In the Cut: Being Asian During This Pandemic: A Word Find Puzzle"](#) (MS, HS, CC)
- WBUR Interview ["The Nap Ministry wants you to know you are worthy of rest"](#) (podcast interview) (MS, HS, CC)
- We Are Mitú [LATINOS TALK: Mental Health](#) (video) (MS, HS, CC)

NON-FICTION

- Akili, Yolo [Dear Universe: Letters of Affirmation & Empowerment for All of Us](#) (book) (MS, HS, CC)
- Akili, Yolo ["My Rise from Abusive Relationships, Depression, and Shame"](#) (article) (MS, HS, CC)
- Baylor University. ["Cultivating Body Neutrality in Young People"](#) (article) (MS, HS, CC)

- Blossome, Priscilla [Why It's More Important Than Ever to Remove The Stigma around Latinx Mental Health](#) (Magazine article) (MS, HS, CC)
- Gadsby, Hannah [Ten Steps to Nanette: A Memoir Situation](#) (book) (HS, CC)
- Harrison, Da'Shaun [Belly of the Beast: The Politics of Anti-Fatness as Anti-Blackness](#) (book) (HS, CC)
- Harrison, Da'Shaun ["Climate Change Disasters Leave Fat and Disabled People Even More Vulnerable to Harm"](#) (article) (MS, HS, CC)
- Harrison, Da'Shaun ["Diet Culture and Weight Loss Programs Are A Scam"](#) (article) (MS, HS, CC)
- Harrison, Da'Shaun ["Leaning into Insecurity and Ugliness as an Essential Politic"](#) (article) (HS, CC)
- Helms, Chelsea ["Data shows COVID-19 disproportionately affects communities of color: In Los Angeles, the Virus Is Pummeling Those Who Can Least Afford to Fall Ill"](#) (news article) (MS, HS, CC)
- Hernandez, Jeannette ["Taking Care of Your Mental Health During a Pandemic, How Can We Cope With Grief?"](#) (MS, HS, CC)
- Hersey, Tricia [Nap Ministries Rest Deck: 50 Practices to Resist Grind Culture](#) (book)(MS, HS, CC)
- [Hope Nation](#) (MS, HS, CC)
- Jacobsen, Kai & Aaron Devor ["Moving from Gender Dysphoria to Gender Euphoria: Trans Experiences of Positive Gender-Related Emotions"](#) (CC)
- Lorde, Audre [The Cancer Journals](#) (book) (HS, CC)
- Lorde, Audre ["The Uses of Anger"](#) (essay) (MS, HS, CC)
- [Love and Rage by Lama Rod Owens](#) (HS, CC)
- [My Grandmother's Hands by Resmaa Menakem](#) (HS, CC)
- Mingus, Mia ["Access Intimacy: The Missing Link"](#) (MS, HS, CC)
- Mingus, Mia ["You Are Not Entitled to Our Deaths: COVID, Abled Supremacy, and Interdependence"](#) (article) (HS, CC)
- Miserandino, Christine ["The Spoon Theory"](#) (article) (MS, HS, CC)
- Newman-Bremang, Kathleen ["Reclaiming Audre Lorde's Radical Self-Care"](#) (HS, CC)
- Piepzna-Samarasinha, Leah Lakshmi. [Care Work: Dreaming Disability Justice](#) (book) (MS, HS, CC)
- Ruiz, Don Miguel [The Four Agreements](#) (book) (MS, HS, CC)
- Sins Invalid ["10 Principles of Disability Justice"](#) (article) (MS, HS, CC)
- Taylor, Sonya Renee [The Body is Not an Apology: The Power of Radical Self-Love](#) (book) (CC)
- Taylor, Sonya Renee [Your Body is Not an Apology Workbook: Tools for Living Radical Self-Love](#) (book) (MS, HS, CC)
- Tello, Jerry [Rediscovering Your Sacredness](#) (book) (HS, CC)
- Thom, Kai Cheng [I Hope We Choose Love: A Trans Girl's Notes from the End of the World](#) (MS, HS, CC)
- Thom, Kai Cheng ["Quarantine Somatic Journal #5: On Fragility, Collapse, & Resilience"](#) (article) (MS, HS, CC)
- Tovar, Virgie [You Have the Right to Remain Fat](#) (book) (HS, CC)
- Vogue ["Filmmaker and Activist Tourmaline on How to Freedom Dream"](#) (article) (HS, CC)

Resources:

Reference materials
for the educator,
background,
databases

Websites

- [Access Suggestions for Public Events](#)
- BIPOC Mental Health [Social Media Influencers](#)
- [BIPOC Meditation Collective](#)
- [BIPOC Resources for Self-Care](#), by Harvard University
- [Black Emotional and Mental Health Collective \(BEAM\)](#)
- California Community College [Online Health and Wellness Resources](#) for Students
- [Sins Invalid: Disability Justice Resources](#)
- [Suicide Prevention Lifeline](#) (Includes resources and 24 hour hotline)
- [US Dept of Education Supporting Child and Student Social, Emotional, Behavioral and Mental Health](#)
- [Virtual Walking Tour](#)

Apps

- [Liberate Meditation App](#)

- [Calm App](#)
- [Spotify Playlist](#)

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Videos

- [Audre Lorde Now Series - Self-Care as Political Warfare](#)
- [Craft Activities Video from Studio Azucar](#)
- Qi Gong [stretching](#) and [breathing](#) practices
- [Soul Stretch Yoga](#) (from Fresno's Holistic Cultural Center, YouTube)
- [10 min Guided Meditation for Beginners](#)
- Gadsby, Hannah "Nanette" (Netflix comedy special)

Audio

- Orozco Nutrition ["How To Decolonize Your Plate with The Black Nutritionist Dr. Kéra Nyemb-Diop"](#) (podcast interview)

Reading/Writing

- 21 Mental Health Resources for BIPOC, [Purewow Article](#)
- Victor, Divya. ["The Audre Lorde Questionnaire to Oneself"](#)
- [Gratitude Journal English](#)
- [Gratitude Journal Spanish](#)
- [Educator Mood Boards](#)
- [Journaling Prompts for Educators](#)

Visual Art

- [Coloring.com](#)

NEXT CHAPTER: Environmental Justice

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