



# JUSTICE ISSUE ENHANCEMENT GUIDE

**MENTAL HEALTH**

**FOR CHANGEMAKERS90**

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# JUSTICE ISSUE ENHANCEMENT GUIDE

## MENTAL HEALTH

### INTRODUCTION

This Justice Issue Enhancement Guide is designed to accompany Honeycomb's (formerly Jewish Teen Funders Network) [Changemakers90: A Youth Giving Circle in 90 Minutes](#). As part of this educational model, Honeycomb has identified 22 Justice Issues that reflect the needs and challenges of the world we live in. While we recognize there are more than 22 issues that need to be addressed in the world today, by providing this standard, we can introduce new opportunities for participants to engage with and understand the power of philanthropy through a specific issue area. In order to help create a deeply meaningful and focused experience, this guide will provide additional framework to enhance the session. By adding these questions and activities, participants will be able to make their giving decisions through a Mental Health lens guided by Jewish values.



Throughout Changemakers90 there are  icons to mark the instances in the session that can be added to—or replaced with—content from this guide.

In addition to the supplementary materials for the 90-minute giving experience, we have also created an optional extension activity on character building that can be offered as an introduction to this giving experience. The activity can be found on page 11 of this guide.

### A NOTE ABOUT TERMINOLOGY

We use specific words when we think about the issues of mental health. It's not simply the absence of mental illness. Let's spend some time thinking about what we mean and what we don't mean:

- **MENTAL HEALTH:** The dictionary defines mental health as “a person's condition with regard to their psychological and emotional well-being.” Notice that this is neither positive nor negative. (Oxford languages).
- **RESILIENCE** is the ability to bounce back to a previous, comfortable state. It is when someone solves a problem or when they recover from an illness. They may not experience any meaningful change, but they return to a state that's okay with them (at least for the moment).



- **GROWTH** implies change. A person may confront a problem and be changed by the way they handle it. Growth always involves some discomfort, and someone can emerge from growth as a different person; they may be stronger or they may be weaker. A person's values may change or their behavior may change. This change can be on the inside or the outside, but growth implies that a person will act or feel differently in the future.
- **WELLNESS** has 9 components. They are:
  - Emotional / Mental
  - Environmental
  - Financial
  - Intellectual
  - Occupational
  - Physical
  - Social
  - Spiritual
  - Sexual (Gender Identity, Sexual Behavior, Sexual Preferences)



## » SETTING OUT » ESTABLISH THE GROUP » ENTERING THE "SPACE" (Page 5)

1. Invite participants to rename their "virtual nametag" and include their pronouns if they feel comfortable. Sharing, asking, and using correct pronouns helps create an environment where everyone can be comfortable and safe. As the facilitator, sharing your pronouns first indicates that you're open to hearing others' pronouns and are taking steps to ensure the inclusion of all gender identities in the space.
2. Say to participants:

Mental health and wellness are very broad topics. They might encompass everything from friendship to bullying, from stress and anxiety to the ability to adapt. We have chosen to focus our time together today on IDENTITY: understanding "who I am" and "how I change" in different circumstances. After we spend time understanding ourselves and how we show up in the world, we will be better prepared to think about giving and what aspects of the mental health landscape we want to support.





3. To help frame the conversation, ask participants to write down (or type in an individual document) their answers to the following prompts.

**Write down 1 word...**

- a family member would use to describe you
  - a friend would use to describe you
  - you would use to describe you
4. Invite 1-2 people to share about what words they chose. How similar or different are the words?
  5. Say to participants:

All 3 words you chose may be different and may be different in 10 minutes, 10 days, or 10 years. Who we are is not fixed, but is fluid.

The definition of identity (*noun*) is **who you are**, the way you think about yourself, the way you are viewed by the world, and the characteristics that define you. Imagine yourself in different situations: with your friends, with a relative, or alone. Even your speech changes in different circumstances. This highlights the fluidity of identity. Other examples of identity include a person's name, job, or country of origin.





## » WHAT IS JEWISH ABOUT PHILANTHROPY? » WHAT DOES JEWISH TEXT SAY? » PLAY GIVE10! (Pages 7–8)

1. Follow step 1 instructions on page 7 of Changemakers90.
2. Participants write down (or type in an individual document) 10 items in their room or house that they turn to when they need to feel supported (food, phone, stuffed animals, another person, pets, bedroom, music). Remember that support can build resilience OR growth.

Ask participants to select ONE item that they would like to share with someone else (literal or metaphorical) AND that would help support others. Each participant will then explain the item they chose to share.

3. Say to participants:

In this exercise you shared 10% of your items (1 thing) but are still left with 9 items. Even when giving something away, whether it be tangible items or in giving money, we are still left with an abundance. In this activity we have provided support to another, fulfilled a *mitzvah* (commandment) and made an impact on the world. This activity teaches us about the *mitzvah* of giving away 10% of our income to charity. This is just one of many *mitzvot*, values and Jewish text that contribute to the Jewish tradition of giving. As givers we are privileged to be able to give something away. In this activity you were able to look around at your most important belongings and decide what you would be willing to part with.

What matters to you changes all the time. You might need a stuffed animal at one stage of your life (and you might still need one) and a computer at another stage. What you choose to give away NOW says something about who you are and what you value at present. But these values and identities change. All of us experience changes all the time. Consider what you need to keep and what another might need to receive. The stuffed animal that brings you historical comfort might be essential for another child who has had a difficult loss. Would you part with something precious to you to help another person? Does it matter who the other person is? Are you more generous with a friend or a stranger?

As givers, it is our responsibility to dig deeper—to not only identify what we CAN give but to consider HOW we give. It is important that when we give, it's done to best support those who need it.





## » PERSONAL VALUES EXPLORATION (Pages 8–10)

Jewish youth philanthropy begins with an exploration of big ideas or Core Values that can impact the way we interpret and find meaning in our lives. Honeycomb has identified 7 Core Values that we believe underlie the whole process of Jewish philanthropy.

### VALUES AND TEXT STUDY

1. Say to participants:

We are going to explore 7 Jewish values (Core Values) that will help guide us throughout this process. These 7 values are: Responsibility, Service, Lovingkindness, Human Dignity, Preservation, Hope, and Justice.

In addition to the values we will look at a traditional and modern text. These texts will help us explore key themes of Mental Health both in the modern era and within Jewish tradition.

In this next exercise we will explore the correlation between these texts and the 7 values.



2. Share 7 Core Values explanations [[Enhancement Guide Facilitator slide deck, slides #2 and #3](#)] and ask participants to read through to themselves for 2–3 minutes.

3. Say to participants:

As you read through the meaning of each of these values, consider: How do you see these values lived in your life? In the lives of your friends or family? Which of these values are part of your identity? What does it mean to have a value be part of your identity?





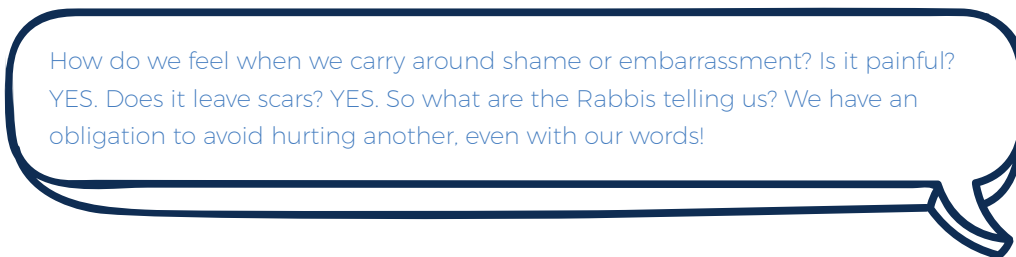
4. Advance to slide #4 of the [Enhancement Guide Facilitator Slide Deck](#). Ask a volunteer to read the first quote.

**“One who embarrasses another in public, it is as if that person shed blood.”**  
*–Babylonian Talmud, Baba Mezia 58b*

**Prompts:**

- Can you put this text into your own words? What does the text mean to you?
- What is the connection between physical harm and emotional harm?
- What does it mean to be ashamed or be embarrassed?
- What is the physical experience of being embarrassed?

Say to participants:



5. Advance to slide #5 of the [Enhancement Guide Facilitator Slide Deck](#). Ask a volunteer to read the first quote.

**“Pride is always a healthier response than shame.”**  
*–Rabbi Jonathan Sacks Z”L*

**Prompts:**

- Can you put this text into your own words? What does the text mean to you?
- Do you agree with this statement?
- Pride can be a loaded word. It sometimes can be interpreted as a negative. Have you ever felt uncomfortable or held back when you were proud of yourself? Why do you think that is?
- When are you proud of yourself? Why? What is the benefit of sharing that with others?
- How can we put the two quotes together? Do they work together?



6. Share the link in the chatbox to the [Quote and Picture Board](#). On the board there will be the 2 texts from the activity above with moveable pictures and moveable cards with the 7 Core Values.
7. Say to participants:

Now that we have explored the pair of texts, one traditional and one modern, we will take a look at how we can visualize shame and pride. We will also explore how our Jewish values link to these concepts. Click the link in the chat and reread the quotes we discussed. Select 1 value card and 1 picture card that you feel are most representative of each text and move the picture and the value card into the corresponding bubble with the quote. Keep in mind this is subjective and there is NO right or wrong answer. While there can be multiple answers, please make sure to select just 1 value and 1 picture for each quote.



## IDENTIFYING PERSONAL VALUES

1. Say to participants:

Think back to the beginning of our session about three different words you used to describe yourself, each of the different perspectives (your family members, friends, and yourself). Can you connect those words to any of the values we've talked about? Would you change the words you used, now that you've thought about your values and what matters to you? What words might you use now? What do your values help tell you about your identity?

2. **Prompt:**

Type in the chat: Which of the 7 Core values personally resonates with you the most at this moment?

3. Select 1-2 people to share why they made their selection.





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## » CLOSING AND REFLECTION (Page 19)

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As participants reflect on their experience in the session, replace step #2 by asking 1 of the following questions:

- What are your values in the area of wellness? Are they the same from where you started at the beginning of the session?
- How can you impact the mental well-being of others through giving?
- How can you live what you've learned in this session?

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## » APPENDIX I—FACILITATOR CHECKLIST > PRIOR TO THE SESSION (Page 20)

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When selecting 8 potential recipient organizations for the participants to consider and filling out the organization information template for each selected organization, consider exploring and adding to the “Other Information” box:

- How does this organization uplift/promote mental wellness?
- Does this organization do direct service (serve people directly) and is that important? Or does it help with mental health advocacy? (Immediate need vs. systemic change).
- How has the organization responded to the ongoing mental health challenges caused by COVID-19?

**Recommendation:** sessions on identity-building can be difficult among a group meeting for the first time. We highly encourage this work to be offered among groups that already know each other and have an established relationship.





# ORGANIZATION EVALUATION

**Some questions to consider when looking through the information:**

- What are the overall goals of the organization?
- Does their mission statement support diversity?
- What are the different ranges of programs offered?
- What needs do these programs address?
- Does it help a few people with a lot of impact, or many people on a less deep level?
- What group of people does this organization serve? Everyone? Families? Youth? Jewish community? Etc.
- Does the organization serve a particular segment of the community? Does it benefit an underserved population?
- How will the world be different because of this work?

**Use these scores to spark conversation about which organization you would like to put through to the next round. You DO NOT have to choose the organization solely based on this score.**

ORGANIZATION NAME	HOW WELL DOES THE MISSION OF THIS ORGANIZATION ALIGN WITH OUR GROUPS VALUES? 3 - aligns perfectly with values 2 - somewhat aligns with values 1 - aligns a little with values 0 - doesn't align with values	HOW WELL DO THE PROGRAMS AT THIS ORGANIZATION ALIGN WITH OUR GROUPS VALUES? 3 - aligns perfectly with values 2 - somewhat aligns with values 1 - aligns a little with values 0 - doesn't align with values	TOTAL VALUE SCORE
1.			
2.			

**JUSTICE ISSUE: MENTAL HEALTH:**

	HOW WELL DOES THE MISSION OF THIS ORGANIZATION ALIGN WITH THE JUSTICE ISSUE OF MENTAL HEALTH? 3 - aligns perfectly 2 - somewhat aligns 1 - aligns a little 0 - doesn't align	HOW WELL DO THE PROGRAMS AT THIS ORGANIZATION ALIGN WITH THE JUSTICE ISSUE OF MENTAL HEALTH? 3 - aligns perfectly 2 - somewhat aligns 1 - aligns a little 0 - doesn't align	TOTAL SCORE
1.			
2.			

ORGANIZATION 1:	ORGANIZATION 2:
Important facts about this organization: • Our three favorite things about this organization are: • Our questions/concerns are: •	Important facts about this organization: • Our three favorite things about this organization are: • Our questions/concerns are: •

[Click here for an editable version of the Organization Evaluation Template](#)



## POSSIBLE EXTENSION ACTIVITIES AND QUESTIONS

Mental health is a deeply intricate topic. In order to prepare your group for their giving circle experience, you may consider adding in the following activities and prompts. This prework and post-work could potentially be added as separate sessions or could be offered immediately before and after your Changemakers90 giving circle.

### POSSIBLE EXTENSION QUESTIONS:

- What's the difference between mental health and mental illness?
- When you think of mental health, what ideas come to mind? Is it the same as happiness? Adaptability?
- Is there a relationship between mental health and achievement?

### POSSIBLE EXTENSION ACTIVITY: EXPLORING CHARACTER

To prepare teens for mental health work we will spend some time thinking about wellness. Mental health is NOT simply the absence of mental illness. It involves our ability to recover and to respond to stress with strength. People with mental illness can flourish and people we see as mentally healthy can languish. A person's inner perception of their own health is not comparable to their curated image. Mental health allows sorrow, frustration and impatience. It is not being cheerful all the time.

In exploring mental wellness, it is much more useful to focus on our strengths and abilities. In preparation of our group giving experience we will assess our character strengths.

1. Say to participants:

What is character? It's defined as the mental and moral qualities distinctive to an individual. It's not fixed, but changes SLOWLY over our lifetimes. It is influenced by others, by events, by community and by our own efforts! Let's think about how we can strengthen the parts of ourselves we hope to develop.





2. Play **[“The Science of Character.”](#)**

Note this video runs at 8:04 minutes. This video can be played all the way through or in sections depending on the needs of your learners:

- Play video (0:00-3:07)  
Ask the group: Who do YOU admire and why?
- Play video (3:07-4:57)  
Read this quote together from the clip about character by Frank Outlaw:

**“Watch your thoughts, they become words;  
watch your words, they become actions;  
watch your actions, they become habits;  
watch your habits, they become character;  
watch your character, for it becomes your destiny.”**

Ask the group to type in the chat: a word that resonates or stands out to you. Why did you pick that word?

- Play video (4:57-8:04)
3. Debrief of the full video:
- What did you think?
  - What surprised you?
  - Are there aspects of your character you want to build or strengthen?
  - How can you build yourself and others?
  - Do you think your behavior can help you build yourself?
  - How does tzedakah help build you and other people? What are the benefits of giving money? What are the benefits of giving time?

4. Say to participants:

Now we’re going to find out more about our own character strengths. Go to this link: <https://www.viacharacter.org/survey/surveys/takesurvey>. We are going to spend the next 15 minutes on our own filling out this survey. Come back when you’re finished!



**NOTE:** If time is an issue, this survey takes approximately 15 minutes to complete and can be taken by participants prior to the session.



### 5. Prompts:

- What did you think of your results?
- Did they ring true for you?
- Can you share an example about how you've used one of your strengths to help someone?
- Can you share an example about how you've used one of your strengths when facing a challenge?

### 6. Say to participants:

It is important to remember that you possess ALL of the strengths on this list. By identifying which strengths appear at the top of your list you can use those parts of your character to uplift other strengths within yourself.



### 7. Say to participants:

In our next session, we're going to think about how we see each other, how others see us and how we look to these character strengths when we give together as a group. Be sure to bring these results with you.

### 8. After the group has participated in Changemakers90 ask them the following prompts immediately following the giving circle or at a subsequent session:

#### Prompts:

- How did your character strengths uplift the other members of the group?
- Which character strengths aligned with your 3 identity words from the opening activity (that a family member, friend, or you would use to describe you)?
- Which character strengths aligned with your Jewish values?
- How do your character strengths make you a better giver?



## RESOURCES

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### LINKS

- [BaMidbar](#)
- [Blue Dove](#)
- [Child-Mind Institute](#)
- [Here.Now. App](#)
- [Jewish Teen Funder Collaborative](#)
- [National Council for Mental Well-Being](#)
- [The Search Institute](#)



**This Mental Health Enhancement Guide was developed by Honeycomb in partnership with Betsy S. Stone, P.H.D.**

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