Overview:
This lesson asks participants to consider how self-care advice may be inaccessible or non-inclusive to a variety of populations. During this activity, they will be tasked with creating their own self-care guides and accessing their level of accessibility and inclusivity.

Background and Information:
This activity was created by Michelle M. Campbell.

Objectives:
As a result of this activity, participants will be able to:
1. Develop self-care guides.
2. Assess inclusivity for individuals with differing backgrounds.

Time:
1 hour

Group Size:
Small group

Materials:
Paper and pens/pencils

Intercultural Development Continuum Stages:
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:
Cultural Self-Awareness:
- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Empathy
- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group

Other Skills:
Diversity & Inclusion
Activity Instructions:

1. In small groups, participants are asked to create a 3-5 item self-care guide. The audience for the guide should be peers (or, if the group varies widely by age, then the facilitator can choose a particular audience). The facilitator might show a few examples if the participants are unfamiliar with the genre of self-care guides. (10-20 minutes)

2. After the participants create their guide, they are asked to exchange with another group. (2 minutes)

3. The facilitator asks the group to check the self-care guide they have been given (that was authored by another group) to check for a range of diversity dimensions using questions regarding access or possibility. (15 minutes)

   For example:
   - Are all of these actions or suggestions accessible for homeless people or people without disposable income?
   - Are all of these actions or suggestions possible for people of differing physical abilities?
   - Are all of these actions or suggestions accessible or possible for people of all genders?
   - Are all of these actions or suggestions accessible or possible for people of all adult ages (16+)?

4. The facilitator should then debrief and lead a discussion about the ways in which we often overlook difference, especially when it comes to "personal care." For example, if one of the self-care actions is “Get a massage,” the groups can discuss how this might not be possible for individuals without disposable income, individuals with increased sensory perception, individuals who have suffered from physical trauma, etc. (15-20 minutes)

   • Optional: Ask groups to revise their original self-care guides to be as inclusive as possible. (20 minutes)

Related Tools:

Similar tools:

- DOTS-Version 2
- First Impressions Video
- Hidden Rules Among Classes