

**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](#)