

Self Care

Trainer Names:

Learning Objectives:

What skills, knowledge, and emotions should learners take away from this session?

- Understand how to sustain movements by caring for ourselves and each other
- Analyze cultural norms of self-care
- Understand the relationship between productivity & self-investment, and how we can approach self-care through an anti-oppressive lens

Achievement Objectives:

What tangible progress will learners make during this session on learning session design or learning event planning to help them prepare for their work back home?

- Begin to develop a mind-body connection to recognize & avoid burnout
- Create community practices for our Sprog community to help to care for ourselves and each other

Time: 60 minutes

Normal = say out loud

Underlined = flipchart this!

Italics = trainer notes/instructions

Bold = key point

1. Review Objectives [5 min]

Go over workshop Objectives (flipchart Objectives)

Anchor: The ANCHOR step invites learners to reflect on past experiences which relate to the learning of the session. (e.g. “Think back to a time when _____. What did that feel like?”)

2. Stress Reflection [10 mins]

To start this training we'll take some time to reflect on our own experiences with stress. Close your eyes and imagine a time you've felt overwhelmed. Bring yourself back to that moment and think about how you reacted. *Pause 30 seconds.* Point to a body part in which you felt stress or tension build up. Now think of how you responded to that stress. How does stress impact your ability to get stuff done or impact the ways you interact with others? *Pause 30 seconds to a minute.* Now open your eyes and look at where others have placed their hands (i.e. observe the places in the body where others in the room hold stress).

In order to shift thinking about relieving stress- Now close your eyes and imagine what it feels like to get relief from that stress. Maybe imagine specific change in the situation that would have helped you feel less stressed. Now let's take a deep breath together and take hands off of the places where tension is held.

AND

Flipchart the Quote:

I self-care because this [system] thrives on making us sad and unhealthy. I self-care so I can continue to be that annoying piedra en el zapato (rock in the shoe). -La Loba Loca

Ask participants: Can anyone relate to this quote? What about this quote stands out to you? What does this mean to you?

Add: The ADD step introduces new information and tools for learners to consider.

3. Self Care Myth Busting [15 mins]

Assign 1 [myth](#) to each participant. Some participants will have the same myth as there are 7.

Pretend a close friend or family member is struggling to care for themselves. Grab a statement about self care and imagine this is something that the person you care about is telling you it. Think of or write down some responses you'd have to this statement. When you're done, turn the statement over and reflect on the information. What information is similar or different to the responses you thought of?

All of these statements are common myths about self care. Often times we know these ideas are untrue but it's easier for us to dispel them for people we care about than to dispel them for ourselves.

Allow participants to share their thoughts and feelings about the myths and information provided. Be sure to have someone share about all 7 myths.

Define Self Care: activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being. Self-care is necessary for your effectiveness and success in honoring your professional and personal commitments.

Apply: The APPLY step invites learners to utilize the new information in a task, challenge, or focused conversation. (e.g. practice, application, case studies, compare, etc.)

4. Balancing Your Wellness Wheel & Self Care Commitments [20 mins]

Hand out [Balancing Your Wellness Wheel Activity](#), [Balanced Life- The Wellness Wheel](#) and some colored pencils.

Go over the [Directions](#) and have folks complete the activity. When you've finished filling in your wheel, move on to working on the **Next Steps**. You can journal to yourself for this activity or talk over the questions with a buddy if you prefer.

Away: The AWAY step invites learners to connect their new understanding to the real world context of their lives. (e.g. a personal action plan, commitment, projection into future, etc.)

5. Self Care Commitments & Closing [10 mins]

Break out into groups of 6-7 to discuss ways in which they plan on practicing self care throughout Sprog. Take 5-6 examples.

Community care cluster should facilitate this section and write down things that folks say, and keep the group accountable to them throughout the week.

Pluses and Deltas [5 min]

Collect feedback on the training session by asking Sprogers for training **pluses** (things that went well) and **deltas** (things that could have gone better/could be improved/that are growth zones).

Resources:

[University of California, Riverside](#)

[University of Buffalo School of Social Work](#)

[Healers of Color on Why Self-Care is Not Self-Indulgence by: Miriam Zoila Pérez](#)

[7 Damaging Myths About Self-Care by: Margarita Tartakovsky, MS.](#)