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| #FeelingMyselfCare Workshop Briefing |
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| NUS Women’s Campaign has created this workshop briefing to aid student feminist activist groups in discussing and engaging in radical self-care. |

### Introduction

NUS Women’s campaign believes that Self-care is a radical and political act and is a key to creating powerful activist and activist communities. We’ve created this workshop for student feminist activist groups with the aim to:

* To deconstruct the construct of “burn out” and learn about different causes, effects and how to tackle it.
* To discuss different definitions of self-care and self-love and the barriers people face in engaging in them.
* To learn practical ways to look after yourself and collectively support each other’s self-care.

We hope that this workshop briefing will be useful in helping you to engage more students in discussing and actively engaging in self-care.

In Solidarity,

Susuana Amoah, NUS Women’s Officer

### Agenda

Workshop time: 2 hours

Ideal Workshop size: 24 people

1. Introduction minutes (10 minutes)
2. Self-care 101: What do we mean by self-care and self-love? (20 minutes)
3. Deconstructing “burn out” (15 minutes)
4. Barriers to Self-care (10 minutes)
5. Squad Care: How do we support each other’s self-care (10 minutes)
6. Collective Learning Sets (30 minutes)
7. Practical tips for self-care and self-love (20 minutes)
8. Group feedback (5 minutes)

### Materials

* Flip-chart board
* #FeelingMyselfCare PowerPoint presentation
* Lots of A5 pieces of paper
* Post-it Notes
* Large sheets of paper
* Marker pens
* Blu-tack
* Feedback forms

### Additional workshop tips

* Make sure the room is accessible and spacious
* Set up the room so there are three circles of chairs
* Have snacks and water/juice available
* Put some feel good music on low volume in the background.

### Workshop Outline

1. **Introduction (10 minutes)**
* Introduce yourself and your pronoun.
* Read out the aims and objectives of the workshop.
* Read out the safer spaces guidelines.
* If you haven’t done this already, spilt the room into 3 groups (depending on the amount of people). Encourage people to sit with people they do not know.
* Give the students 5 minutes to do a quick ice-breaker. Ask them to go around and say their name, pronoun, what they study and why they came today.
1. **Self-care 101 (20 minutes)**
* Introduce this session by briefly talking about self-care and how its importance has been described in different ways by different feminist throughout history also that self-care and self-love means different things for different people.
* Give everyone two post-it notes and ask them to write things they do in relation to self-care on one and things they do for self-love on the other.
* Give each group a large piece of paper and draw this Venn-diagram on it.

**Self-care Self-love**

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* On the Venn diagram get the students to place their post-it notes in the self-care and self-love circles.
* Get them to discuss the similarities and differences between self-care and self-love and what things may overlap in the middle.
* Feedback time: Ask one person from each group to talk about what their group discussed with the rest of the group.
1. **Deconstructing Activist burn-out (15 minutes)**
* In small groups ask the students to draw a large tree on a large piece of paper. Give them 10 minutes to write down and access the root causes and the effects of burn out. They have to write the root causes at the roots of the tree and the effects on the leaves
* Feedback time: Ask one person from each group to talk about what their group discussed with the rest of the group.
1. **Barriers to self-care (10 minutes)**
* Hand out rectangle shaped paper and ask the students to write down (horizontally) what they feel are the barriers for them in engaging in self-care.
* After they finish ask them to stick them up on the wall as if they were building a brick wall
* Read out some of the barriers, and ask for feedback.
1. **Squad Care (10 minutes)**
* Begin this section by discussing how talking to other people about issues around self-care can create a sense of community and people can use each other’s skills to practice self-care better. Use popular culture for reference – such as Sense 8, Friends or Saved by the bell.
* In their groups, ask the students to spend five minutes brain-storming “squad goals” – what qualities do they look for in supportive networks?
* Feedback time: Ask one person from each group to talk about what their group discussed with the rest of the group.
1. **Collective learning sets (30 minutes)**
* Ask two people to nominate themselves in each group, who do not mind talking publicly about their barrier to go and collect their barrier brick from the wall and sit back down.
* For the next exercise these people are going to take turns to get advice from the group.
* The person has 3 minutes free time to talk about their barrier.
* The group has 3 minutes to ask the person only "Open" questions
* The group has 3 minutes to give the person advice
* Repeat this exercise with the next person
* Feedback time: Ask the groups how they felt about that exercise and what they learnt.
1. **Mirror Advice Exercises (20 minutes)**
* Explain the #FeelingMyselfCare Rule:

The Golden Rule: One should treat others as one would like others to treat oneself.

#FeelingMyselfCare Rule: One should treat oneself like they would treat others.

* Ask the whole group: “If you treated yourself how you treated other people that you cared about, what would you do?”
* Ask the students to take down their own barrier brick from the wall
* Ask the students to get into pairs and swap bricks with your partner and pretend the new barrier brick that they are currently holding is their own issue.
* Ask the pairs to spend 10 minutes taking turns talking to each other about their new problem and asking each other for advice. It should work out so it seems like people are giving advice to themselves on their barriers to self-care by pretending those barriers are their partner’s issues and not their own.
* Feedback time: Ask the groups how they felt about that exercise and what they learnt.
1. **Group Feedback (5 minutes)**
* Feedback time: Ask the students if anyone wants to share anything that they learnt from that activity or/and the workshop in general.
* Hand out feedback forms and thank the group for attending the workshop.

### Useful Links and Resources

• Self-care as Warfare:

<http://feministkilljoys.com/2014/08/25/selfcare-as-warfare/>

• 13 Quotes by Black Women on Survival and Critical Self-Preservation: <http://www.forharriet.com/2015/05/13-quotes-by-black-women-on-survival.html?m=1#axzz3mRtnAfgq>

• The Radical Politics of Self-Love and Self-Care: <http://www.thefeministwire.com/2014/04/self-love-and-self-care/>

• 4 Affirmations for Women Learning to Love Their Transness: <http://everydayfeminism.com/2015/09/affirmations-trans-women/>

• I search 4 it blinded: the power of self-love and self-esteem <https://www.youtube.com/watch?v=WEHEMqmz_qg&feature=youtu.be>