



BEING GOOD Program Guide

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The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website www.dreamcatchercurriculum.com for additional info, resources, and new curriculum topics.

➔ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

BEING GOOD OBJECTIVE & INCLUDED TOPICS

To provide high school and college level students with a basic understanding of what it means to BE GOOD (volunteer work, soft skills, and accountability) and how that goodness can be exhibited across many spectrums of adult life, not only benefitting others but also providing opportunities both personally and professionally; *Resume Building, Social Media, People Skills, Time Management, Accountability, Self-Awareness.*

BEFORE THE WORKSHOP/SESSION

This workshop is designed as a transitional topic for high school through college-level students to discover the benefits and importance of being a good person, and what “being good” means. There are many facets to being a good person, student, citizen, employee, etc. The content allows for plenty of discussion and flexibility, but if time allows, you could supplement the handout with a “do good” activity or volunteer experience. This would require advance planning and organization, but what better way to experience the objective and purpose of the workshop!

STEP ONE TIME: 5-10 MINUTES

Before distributing the handout, take a few minutes to discuss what it means to be a good person by asking: *What qualities should one have in order to “be good”? What areas in life do you see that being good could help you? Many colleges and employers are looking for candidates who possess “soft skills;” what do you think that means?*

To stimulate discussion about soft skills, provide a few more prompts such as:

Is the ability to get along with others considered a “soft skill”? How about the ability to manage conflict?

What does it mean to be a good “team player”?

Would verbal and written communication skills be important? Why?

How about being able to adapt to new situations or overcome adversity? Why would employers look for this in a candidate, or colleges look for this in an applicant?

Provide this explanation: *Soft skills are the personal attributes you will need to be successful in the workplace and in life. If time allows, consider sharing examples of important soft skills such as: attention to detail, creativity, leadership, time management, critical thinking, problem solving, flexibility, dependability, and the willingness to collaborate and cooperate with others. These skills take time to develop and are different from measurable hard skills like education or specific training, but can be equally important to your success.*

Distribute the Being Good handout and read aloud the *Why It Matters* section on the first page. Cover the statistics about volunteering at the bottom of the page, then poll students to see how many volunteer. Ask if anyone might be willing to share details about a volunteering experience they’ve had previously. (If not a formal volunteer experience, it could be simply doing something good for another person.) Ask *What lessons were learned from that experience? How did it feel to help others? Why do you feel it is important to give back?*

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STEP TWO TIME: 10-15 MINUTES

Instruct students to open the handout. Read aloud (or ask for a volunteer to read) the intro paragraph at the top. Ask what is meant by *sustained volunteerism*, and emphasize the importance of showing multiple and varied volunteer experiences on a resume or application.

Move to the *What It Takes...* section, providing the following definitions for empathy, altruism, and compassion:

EMPATHY: The ability to understand and share the feelings or emotions of another person. (This is not to be confused with *sympathy*, which is to feel sorrow or pity for someone's misfortune.)

ALTRUISM: An unselfish concern for the well-being of others; doing helpful acts without receiving anything in return.

COMPASSION: The feeling that arises when you are confronted with another person's suffering and that motivates you to relieve that suffering. (For example, when someone is sick, hungry, or in trouble.)

Provide a few minutes of *think time* to process the section about **SELFLESSNESS** and to write responses. Allow time for anyone to share their thoughts about this characteristic in today's world.

Move to the *Make It All Write* and *The Helpfulness of Giving Back* sections of the handout; be sure to review sources for volunteer opportunities.

DreamCatcher Extra: Print copies of *The Thoughtfulness of Volunteering* sheet (provided on this guide) for participants to use in processing and logging their volunteer experiences.

STEP THREE TIME: 15-20 MINUTES

Move to the *Good Habits Count for Success* portion of the handout, explaining that interpersonal skills are critical to success in the workplace and in life, so the following activity will help to practice those interpersonal skills. Count off participants by number, going up to five (ask students to remember what number you assign). Explain that ***new information learned that is subsequently taught to another person, is remembered with 90% accuracy.*** For the habits listed, students who were assigned #1 should review the section about Body Language, #2 students review Smile, #3 students review Eye Contact, etc.

Instructions: ***You will have two minutes to review your assigned good habit. Learn this habit well enough to teach to someone else (without having to look back at the handout) and be able to explain the habit in your own words.*** Set a timer on your phone (or other device) to indicate when two minutes have passed. After that time, instruct participants to find someone in the room who learned a different assigned habit, taking turns teaching each other what they learned. Students should then switch to another partner (with a different habit) and continue teaching/learning until all topics have been covered through interpersonal interactions. Remind students to practice the habits they are learning about as they go (such as eye contact, smile, attention, enthusiasm, etc.). Process the activity as time permits.

STEP FOUR TIME: 5-10 MINUTES

Review the *Networking Works* and *Be Good with Electronic Communication* sections inside the handout. Discuss electronic communication and social media, asking for feedback about what other rules should be included on the list, or things to be avoided when interacting online. Worth a mention: oversharing personal details, narcissism, inappropriate content, cyber bullying, when text lingo is appropriate, and distraction by device. Share the following facts and stats about social media:

A Harvard study found that disclosing personal information on social media activates the same "pleasure" part of the brain that is stimulated by things like eating food or receiving money. The activation of brain pleasure centers is greater when people are told they have an audience. Brain regions associated with reward are strongly engaged when people talk about themselves and less engaged when talking about others.

* 80% of what we post on social media is about ourselves, while only 30-40% of daily face-to-face conversations is about ourselves

* 15-19 year olds spend 3 hours a day on social media; 20-29 year olds spend two full hours a day on social media

* In a Boost Mobile survey of 500 males and females ages 16-25...

50% admitted to being addicted to social media

37% felt social media updates are more important than listening in class

68% confessed to checking social media feeds up to 10 times a day

45% said "while eating" was the most popular time to check social media

STEP FIVE 10 MINUTES

Before covering the back page of the handout, ask participants to stand up and take 3 deep breaths (breathing in through the nose and out through the mouth) to help clear their thoughts and reset their brain to learn something vitally important about perhaps the most important life skills. After everyone is seated again, ask them to take a quiet moment to think about a time in their life, perhaps it was recent, when someone told them they would do something specific, but then didn't follow through. Provide a minute of *think time* to consider this instance. Ask *How did that make you feel, to have someone let you down? What did you think about that person not following through? Did you give him/her the benefit of the doubt? What if that person repeated the behavior? What does it mean to be "true to your word"?* Explain that accountability is more than a life skill, it becomes part of your character, and can set you apart from other students, applicants, candidates, and employees.

Turn to the back of the handout to review the concepts of self-awareness and accountability. Be sure to cover tips for time management, as well, allowing for discussion and feedback.

DreamCatcher Extra: Print copies of the Kindness Challenge (included with this guide) for students to work on before the next workshop or meeting. You could offer prizes for those who complete the most tasks on the list. Even if you choose not to make this a challenge, the list is a great start for being more selfless.

LAST STEP TIME REMAINING

Provide assessment (included with this guide) to a sampling of participants and collect before dismissal.

DreamCatcher Extra: If you have time to spare after collecting assessments, you may want to read the quotes below to leave as a parting thought or generate discussion as participants leave the workshop.

PARTING QUOTES...

"What is the essence of life? To serve others and to do good." -Aristotle

"A candle loses nothing by lighting another candle." -James Keller

"The best way to find yourself is to lose yourself in the service of others." -Gandhi

"No act of kindness, no matter how small, is ever wasted." -Aesop

**"Life's most persistent and most urgent question is, *What are you doing for others?*"
-Dr. Martin Luther King, Jr.**

We rise by lifting others.

LEARNING OUTCOME

At the end of this session, participants will know the increasing importance of what it means to "be good" by volunteering and giving back to their community, as well as how to capitalize on soft skills such as time management, accountability, organization, networking, social media, and interpersonal/communication skills. Students will understand that soft skills can build a stronger resume and can lead to professional and personal success.

The Thoughtfulness of VOLUNTEERING

Put some thought into your experiences with volunteering and helping others. How do you stack up when it comes to BEING GOOD? Take note of what you've accomplished. Keep track of all volunteer experiences with details such as dates, names and contact info of supervisors, who benefitted from your help, and what (specifically) you did.

Clubs/organizations I've joined that provide volunteer opportunities:

A list of volunteer experiences I've had so far:
(Use the back of this sheet if you need more room.)

Thinking back to a time when I volunteered or helped someone in need, what about that experience could I write about for a college or scholarship essay?



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30-DAY KINDNESS CHALLENGE

Write down the date you completed the task as well as any other details.

Volunteer with a club, non-profit, church, or community event	Run errands for an elderly neighbor or family member	Slip a nice note into someone's backpack	Contact your local animal shelter or nursing home to ask about volunteering	Hold the door open for someone
Smile (genuinely!) at 10 people throughout the day	Learn to say "thank you" in a new language	Write out a thank-you card and give to a teacher, counselor, or parent	Strike up a conversation with a classmate and find something in common	Sit with a new person or group of people at lunch
Ask someone about their day, then truly listen to their response	Give someone a sincere unsolicited compliment	Write down three reasons you are proud of yourself	Give someone a high five	Complete your own kind deed and write it in the space below:
Put extra change in a meter about to expire	Pick up any trash you see and dispose of it properly	Leave an encouraging note on the windshield of a car	Let a car merge in front of you and give the driver a smile, wave, or thumbs-up	Put stray grocery carts back where they belong
Offer to babysit or pet-sit for someone for free	Donate clothing and/or books you no longer need	Cook a meal for someone	Let a person cut in front of you in line	Donate blood or sign up to be an organ donor
Spend a day saying only nice things about—and to—other people	Write a letter of appreciation to someone who had a positive influence on you	Tell someone in the service industry how much you appreciate their work	Help someone carrying a lot of stuff	Donate \$1 to the next tip jar you see

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BEING GOOD PROGRAM ASSESSMENT

List FOUR "soft skills" you need to develop during high school and college to build a stronger resume.

1. _____
2. _____
3. _____
4. _____

What are two different sources you could contact to find out about volunteer opportunities in your community?

1. _____
2. _____

In your own words, what does "BEING GOOD" mean to you, and why is it important?



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