

Thank you for purchasing college-prep and success materials from DreamCatcher Curriculum, LLC. We appreciate your business and hope that our products meet your needs for assisting students/clients complete a college degree as well as prepare for life beyond college. Although our materials can stand alone as a handout or used as an advisement tool for one-on-one instruction, the program guide will offer additional information and activities for conducting a group or workshop presentation.

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, students/clients, or situation. The guide also includes copy-permissible 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, updates 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.

HOW TO DEAL OBJECTIVE & INCLUDED TOPICS

To provide college-level students (as well as high school students) with tools and strategies for stress management, recognizing emotions, mindfulness, and self-regulation: *Mental Flexibility, Developing Coping Skills, Building Willpower, Cultivating Compassion, Practicing Self-Reflection, Overcoming Failure, and Happiness Practices*

BEFORE THE WORKSHOP/SESSION

This workshop is appropriate for any college-level student, as well as upper level high school students. Bring an audio speaker to play the guided meditation (or read from the script); you will also need video capability for a breathing exercise and video. Consider inviting a professional from your institution's health and wellness center to discuss counseling services available. Be sure to encourage participants to seek assistance with emotional wellbeing and discuss self-care practices.

STEP ONE TIME: 10 MINUTES

Begin the workshop by introducing the topic of emotional wellbeing and self-regulation. Ask participants how they deal with, overcome, and recover from tough situations. Solicit answers as necessary (answers could include exercise, talking with a trusted friend or family member, listening to calming music, etc.). Introduce meditation by stating that it is the act of giving your attention to only one thing with the goal of becoming calm and relaxed. Explain that a regular meditation practice helps lower stress and anxiety, which is crucial in educational and professional settings. Ask what techniques they use for maintaining a healthy mental state.

Have students find a comfortable seated position for the next exercise. Explain that they will practice a short, 3-minute body scan meditation. Play the audio from <https://www.mindful.org/a-3-minute-body-scan-meditation-to-cultivate-mindfulness/> (or slowly read the script below). Afterward, ask participants to open their eyes and allow a moment to reacclimate following the meditation. Conclude the exercise by asking how they feel (answers should include calm, alert, relaxed, etc.).

Body Scan Script:

Begin by bringing your attention into your body. You can close your eyes if that's comfortable for you. You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor. Take a few deep breaths. As you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply. Notice your feet on the floor, notice the sensations of your feet touching the floor: the weight and pressure, vibration, heat. You can notice your legs against the chair, pressure, pulsing, heaviness, lightness. Notice your back against the chair. Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath. Notice your hands. Are your hands tense or tight? See if you can allow them to soften. Notice your arms. Feel any sensation in your arms. Let your shoulders be soft. Notice your neck and throat. Let them be soft. Relax. Soften your jaw. Let your face and facial muscles be soft. Then notice your whole body present. Take a breath. Be aware of your whole body as best you can. Take one more breath. And then when you're ready, you can open your eyes.

STEP TWO TIME: 10 MINUTES

Distribute the *How to Deal* handout. Read aloud and review each section on the front page, discussing as needed. Emphasize each section by providing the following explanations:

- ◆ **BE FLEXIBLE:** One of the top skills prospective employers desire in applicants is mental flexibility. It helps you adjust to changes in the future, solve unexpected problems, and handle multiple concepts simultaneously. Mental flexibility gives you the ability to shift your focus from one concept to the next or view something from a different perspective.

HOW TO DEAL Program Guide



STEP TWO (CONTINUED) TIME: 10 MINUTES

- ◆ **BE COOL:** Developing strong coping skills helps you deal with tough situations in life. Whether positive, negative, or neutral, identifying and regulating emotions takes practice, trial and error, and time. Don't be discouraged if you don't handle every situation the way you'd like. Learn from experience and try to improve in the future.
- ◆ **BE STRONG:** Before making decisions, visualize future consequences. Does a decision serve your best interests? This is an example of practicing **willpower**. Willpower is the ability to delay gratification and resist short-term temptations to meet long-term goals.
- ◆ **BE HELPFUL:** Compassion is a natural human instinct, but can be stifled if you're not mindful. Practice compassion with yourself first by giving praise and forgiveness. Show compassion to others by going out of your way to help. Compassion is about paying attention to the present moment with a loving attitude.
- ◆ **BE AWARE:** Taking time for **self-reflection** leads to greater self-awareness, which can lead to self-improvement. You'll gain perspective and be able to see the whole picture instead of just the pieces. Self-reflection also allows you to challenge beliefs and assumptions.
- ◆ **BE BRAVE:** Learn how to deal with success and failure in a healthy way. **Overcoming failure** is more difficult than experiencing success. Being able to bounce back and face obstacles again takes bravery. Everyone fails but not everyone gracefully recovers.

DreamCatcher Extra: Ask students to find a partner, then ask pairs to pair for a group of 4. Read the following emotion definitions, providing the multiple choice answers. Ask groups to write down the emotion they think corresponds with the description. Give a moment for groups to discuss between statements.

Emotion #1: characterized by excessive enthusiasm or excitement; suggestive of or afflicted with insanity. A. Maniacal B. Listless C. Inferior

Emotion #2: feeling little or no emotion; exhibiting malaise or indifference. A. Grief B. Neglected C. Apathetic

Emotion #3: sarcastic, impertinent or irreverent in tone or manner; irritable or short-tempered; irascible. A. Snarky B. Irreverent C. Disappointed

Emotion #4: experiencing or showing feelings of alarmed concern; feeling thoroughly disheartened. A. Guilt B. Dismayed C. Infatuated

Emotion #5: Noticeably good-humored, especially evidenced by cheerfulness; feeling lively and jolly. A. Content B. Jovial C. Admiration

Answers denoted by:

Close the activity by asking if any emotions were surprising or if they learned any new emotions. Ask if anyone has ever had trouble identifying or overcoming strong emotions. Provide students with the *How to Deal with Emotions* bookmark and briefly review the "SO HALTED" steps.

STEP THREE TIME: 20 MINUTES

Move to the inside of the handout. Begin with the *Be Flexible: Mentally* section. Ask students to complete the yes-or-no section on mental flexibility in the circle. Next, review the strategies for strengthening mental flexibility. Continue to move through the inside of the handout in this way until all 6 sections are covered.

DreamCatcher Extra: Sometime during this portion of the workshop, take a break for a breathing exercise (perhaps after the section on *Willpower*). Let students know the breathing exercise is called "Box Breathing" and is widely practiced by Navy SEALs. To begin, show this GIF on a screen in your space for students to follow:

https://cdn-images-1.medium.com/max/800/1*GBAsAJWFO_dJYfDTuRDNmw.gif

Provide the following instructions: *To begin the practice, expel all of the air from your chest. Keep your lungs empty for a four-count hold. Then, inhale through the nose for four counts. Hold the air in your lungs for a four-count hold. When you hold your breath, do not clamp down and create back-pressure. Rather, maintain an expansive, open feeling even though you are not inhaling. Release the hold and exhale smoothly through your nose for four counts. Continue breathing like this, following the graphic (or a silent four-count to yourself).*

End the exercise by stating: *Box Breathing can be done anywhere and any time, so long as you are not performing highly physical tasks. Try practicing in the morning, before a workout, while standing in line, while stuck in traffic and whenever else you can. This technique helps slow breathing and deepen concentration; afterward, you should be left with a deeply calm body and an alert, focused state of mind. Aim for about 5 minutes per session of Box Breathing.*

HOW TO DEAL Program Guide



STEP FOUR TIME: 10-15 MINUTES

Between the middle and back pages of How to Deal, pause for a Failure Brag activity. Give students a few minutes to think about a past failure or set-back they've experienced, the outcome, and what they learned from it. Ask them to describe it as if they were bragging about it by describing how epic it was, perhaps something comical about the situation, and how many people knew or found out about it. Have students pair up and share their brags for a few minutes. After they're done, ask a few (brave) students to share their failure brags with the larger group. Make sure the group applauds each person.

Explain that by reframing a failure, students can start to look for opportunities to learn and improve instead of ruminate and focus on what may have been lost. They are rewriting their experience and will hopefully start to remember it in a way that is not destructive or negative so that moving on is possible and positive.

STEP FIVE TIME: 10 MINUTES

Move to the back page titled *How to Be Happy*. State that happiness isn't something that just happens, but is achieved through small changes in behavior, surroundings, and relationships. Begin with *Exercise & Meditation* and read the accompanying description; repeat for each section. If time allows, state these other happiness strategies: spend time in nature and sunlight; for a calmer mind/mood, be sure to declutter your spaces but keep what makes you happy; spend time with positive people that add to your own happiness; spend quality time with your family and pets; cut out complaining; and give money to and volunteer for organizations you care about.

For the final section, *When You Can't Deal?*, be sure to encourage students to seek help when they feel overwhelmed or overly stressed. This would be a great time to incorporate a guest speaker from your campus' counseling services department. End the session by distributing the *Positive Affirmation* cards to students (print and cut one page per student on cardstock paper). Instruct them to read and meditate on the cards for an uplifting message any time they feel down or stressed.

Optional: To conclude the workshop, play the following video: <https://youtu.be/Ju6Q8Azcmg>. This is the performance of the song 1-800-273-8255 by Logic at the 2017 VMAs. (Note: Following the performance of this song, the National Suicide Prevention Lifeline received a spike in the amount of calls, indicating that people felt moved by the message of the song to seek assistance.)

LAST STEP & ASSESSMENT TIME REMAINING

Distribute several workshop assessments included in this program guide and collect when complete.

LEARNING OUTCOME

Students will be able to name two strategies to immediately implement to help identify and regulate emotions and emotional responses as well as provide the definition of empathy.

**how to
DEAL**
program assessment

What is the definition of empathy?

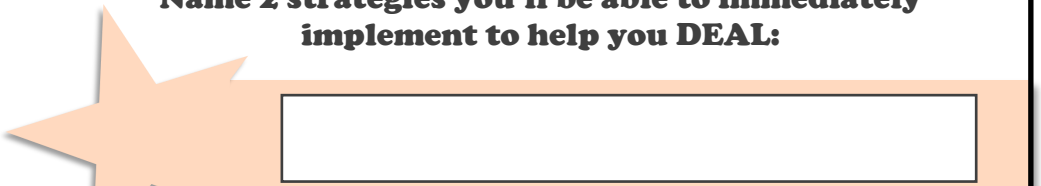

Name 2 strategies you'll be able to immediately implement to help you DEAL:

how to
DEAL

program assessment

What is the definition of empathy?

Name 2 strategies you'll be able to immediately implement to help you DEAL:

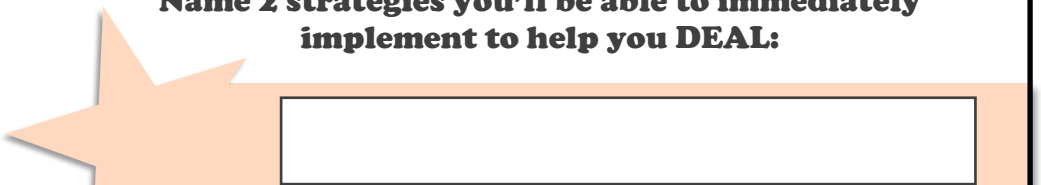
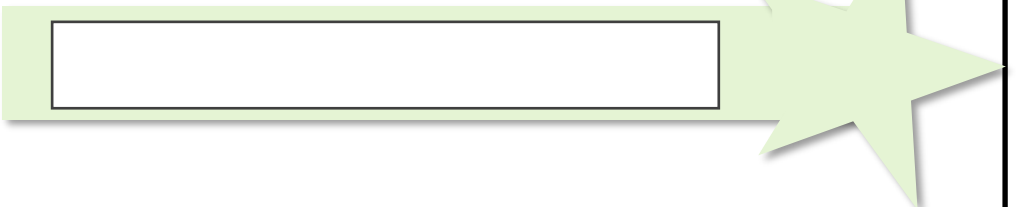



how to
DEAL

program assessment

What is the definition of empathy?

Name 2 strategies you'll be able to immediately implement to help you DEAL:

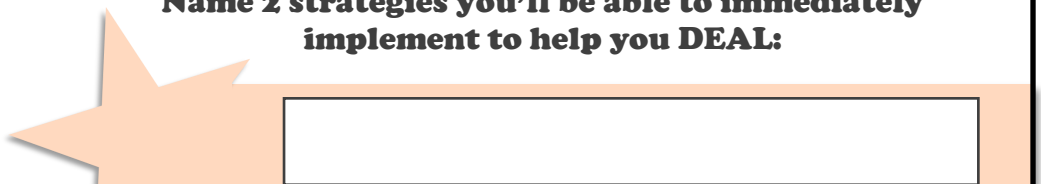
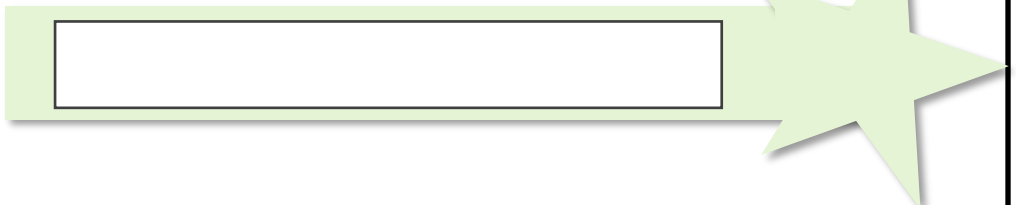



how to
DEAL

program assessment

What is the definition of empathy?

Name 2 strategies you'll be able to immediately implement to help you DEAL:

how to DEAL with emotions

Feeling **something** and you can't figure out what it is? Or why? Follow these steps to identify emotions so you can begin the regulation process.

Ask yourself: *Am I feeling...*

S—Scared?

O—Overwhelmed?

H—Hungry?

A—Angry?

L—Lonely?

T—Tired?

E—Embarrassed?

D—Disappointed?

Originally known simply as HALT, this method prompts you to stop and consider what you need to alleviate distress. Use "SO HALTED" to recognize your emotional state and regulate your emotions.

how to DEAL with emotions

Feeling **something** and you can't figure out what it is? Or why? Follow these steps to identify emotions so you can begin the regulation process.

Ask yourself: *Am I feeling...*

S—Scared?

O—Overwhelmed?

H—Hungry?

A—Angry?

L—Lonely?

T—Tired?

E—Embarrassed?

D—Disappointed?

Originally known simply as HALT, this method prompts you to stop and consider what you need to alleviate distress. Use "SO HALTED" to recognize your emotional state and regulate your emotions.

how to DEAL with emotions

Feeling **something** and you can't figure out what it is? Or why? Follow these steps to identify emotions so you can begin the regulation process.

Ask yourself: *Am I feeling...*

S—Scared?

O—Overwhelmed?

H—Hungry?

A—Angry?

L—Lonely?

T—Tired?

E—Embarrassed?

D—Disappointed?

Originally known simply as HALT, this method prompts you to stop and consider what you need to alleviate distress. Use "SO HALTED" to recognize your emotional state and regulate your emotions.

how to DEAL with emotions

Feeling **something** and you can't figure out what it is? Or why? Follow these steps to identify emotions so you can begin the regulation process.

Ask yourself: *Am I feeling...*

S—Scared?

O—Overwhelmed?

H—Hungry?

A—Angry?

L—Lonely?

T—Tired?

E—Embarrassed?

D—Disappointed?

Originally known simply as HALT, this method prompts you to stop and consider what you need to alleviate distress. Use "SO HALTED" to recognize your emotional state and regulate your emotions.

**There is a way through
this. You just haven't
found the path yet.**

Keep searching.

www.dreamcatchercurriculum.com

**You are capable of
handling whatever life
throws at you today.**

You can do it.

www.dreamcatchercurriculum.com

**It's okay if you don't
know where you're
headed right now.**

**You can find out when
you get there.**

www.dreamcatchercurriculum.com

**A bad day doesn't
mean a bad life.**

**Tomorrow will be
different.**

www.dreamcatchercurriculum.com

**The speed of your
progress does
not matter.**

Forward is forward.

www.dreamcatchercurriculum.com

**You can only control
what you do.**

**You can't control what
others think, say,
or feel.**

www.dreamcatchercurriculum.com

**You are valuable
because of who you
are, not what you
accomplish.**

There's a difference.

www.dreamcatchercurriculum.com

**It's okay if you
messed up today.**

**Tomorrow is waiting
for you with no
mistakes in it.**

www.dreamcatchercurriculum.com

**It's not your fears that
define you.**

**What defines you
is how you face
your fears.**

www.dreamcatchercurriculum.com

**You're not an endless
fountain of energy
and goodness.**

**Don't sacrifice your
wellbeing for others.**

www.dreamcatchercurriculum.com

**The person you
should try to become
isn't someone else.**

**It's a better version
of yourself.**

www.dreamcatchercurriculum.com

**You don't have to
maximize the
potential of every day.**

**Some days are just
about getting through.**

www.dreamcatchercurriculum.com