

## OUR MISSION

To improve the overall well being of children, youth and adults by equipping them with vital social and emotional literacy skills needed to navigate 21st century challenges so they may lead smart, healthy, happier lives with greater engagement in learning, work and play.

## WHAT WE DO

Visionary Founder Goldie Hawn created MindUP™, a scientifically researched, evidence-based, CASEL accredited curriculum and professional development program for educators and child care providers, with leading neuroscientists, positive psychologists, educators and mindful awareness practitioners. MindUP™ transforms learning engagement and brings focus and optimism into classrooms helping children thrive and preparing them for 21st century challenges.

MindUP™ improves student outcomes dramatically increasing their abilities for self-regulation and focus, enhancing academic performance while teaching empathy, gratitude, perspective-taking, all expanding their capacity for becoming more resilient. Our program targets issues like stress and anxiety reduction, bullying and aggression elimination and overall child wellness.

## THE MindUP™ PROGRAM

In 15 comprehensive lessons, MindUP™ begins with an innovative, experiential professional development workshop for educators, counselors, and childcare providers. MindUP™ learning paths are explored along with classroom and after school implementation plans and subject alignments to extension activities during our “live” training programs and on-line for sustainable support. In the MindUP™ Learning Institute on-line, teachers can access video lesson links, robust discussion groups and best practices with MindUP™ as well as implementation strategies and relational content through an e-library for social and emotional learning. Working with districts, Principals, educators, after school care and youth service organizations, we customize MindUP™ to meet professional development schedules and integrate our work into the learning, play and family environments.



Founder Goldie Hawn

## IMPACT

We have delivered professional development workshops for MindUP™ to thousands of educators, schools and organizations globally in the United States, the United Kingdom, Canada, Serbia, the Caribbean, Venezuela, Hong Kong, and Australia.

Goldie Hawn with MindUP™ students



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## A 12-Month Implementation Support Plan for Schools

### Dynamic Interactive Training Workshops

This can be designed to accommodate most professional development schedule requirements and can be customized to include extra time working with your designated MindUP<sup>TM</sup> Coordinator. Typically, this individual is a Principal, Guidance Counselor, Trainer and/or District Team. A full day is recommended, if possible.

1

### Digital Portal & Introduction Via Webinar

A specific time will be scheduled for your school or district to attend an on-line introduction to our digital MindUP<sup>TM</sup> community where users will find implementation ideas, resources and video links to lesson plans and strategies.

2

### MindUP<sup>TM</sup> Learning Paths

Inside our digital portal, educators will be able to choose different learning paths that relate to the lesson they want to teach. Additional webinars, relational content, even an opportunity to calendarize a classroom plan gives educators on going support and coaching that they can customize to meet their individual needs.

3

### Coaching / Mentor Visit

One of our expert trainers will return to your school mid year and meet with teachers and visit classrooms to insure your implementation is proceeding as planned and offer any guidance or support for implementation. This is also when we recommend hosting a MindUP<sup>TM</sup> Family workshop for parents, if applicable.

4

### MindUP<sup>TM</sup> Family

If desired, a family workshop can help equip families with strategies to raise optimistic and resilient children. This helps explain the program by adapting the 15 lessons for the home / play environment and offers the additional support the school community may need.

5

### Certification & Accreditation

At the end of the 12 month model, all data is reported and uploaded into the portal using our teacher evaluation kit to report how MindUP<sup>TM</sup> performed in her classroom and gauge both student and teacher satisfaction. At that time, the data will be analyzed with recommendations made for additional coaching and/or initial certification leading to accreditation as a MindUP<sup>TM</sup> school.

6

### Full Accreditation and MindUP<sup>TM</sup> Adaptations

In the following year, a refresher workshop for staff and for lead teachers is offered. Adaptation curriculum options are encouraged. MindUP<sup>TM</sup> Family workshops covering the entire curriculum are recommended.

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## The MindUP<sup>TM</sup> Family Workshops

MindUP<sup>TM</sup> Family workshops help to equip families with brain-focused strategies to raise optimistic and resilient children. Parents and caregivers will learn how to deepen their relationships, decrease parental frustration, and infuse family life with joy, optimism, and mindful connection.

The MindUP<sup>TM</sup> Family Workshops utilize key components from the lessons in the MindUP<sup>TM</sup> curriculum, adapted for use in the home, to provide families with easy strategies to increase attention, improve emotional and behavioral regulation skills, help manage stress, and to help the entire family develop a positive mind-set while enriching their relationships.

MindUP<sup>TM</sup> Family Workshops are offered in two-hour segments, and are often provided in tandem with MindUP<sup>TM</sup> School or Regional Trainings.

## The MindUP<sup>TM</sup> Family Workbooks

The MindUP<sup>TM</sup> Family Workbooks accompany the MindUP<sup>TM</sup> Family Workshops. Each workbook offers a wealth of resources and strategies to integrate the MindUP<sup>TM</sup> program into the home environment. With developmentally appropriate activities and literature links, as well as MindUP<sup>TM</sup> parenting tips, caregivers walk away from a workshop inspired and equipped to enrich their family relationships and to begin implementing MindUP<sup>TM</sup> strategies right away!

MindUP<sup>TM</sup> Families journey together toward deepening relationships and lives infused with joy, optimism and meaning!



**For More Information** visit [www.thehawnfoundation.org](http://www.thehawnfoundation.org)

If you are interested in scheduling a MindUP<sup>TM</sup> Family workshop, or for more information on our program offerings, please contact:

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## OFFICIAL PRESS RELEASE

### **The Hawn Foundation's MindUP™ Program honored by CASEL as one of its SElect Programs**

September 25, 2012, Aspen, Colorado

After a rigorous, multi-year study of social and emotional learning programs developed for schools in the United States, the Collaborative for Academic Social and Emotional Learning (CASEL) announced last week that MindUP™, the signature educational program of The Hawn Foundation, was chosen as a CASEL SElect Program.

Research has shown that MindUP™ improves individual student learning and wellbeing in and out of school by helping children develop self-awareness, resiliency, and empathy, and by teaching them how to manage their emotions, stress, and anxiety. Kids with these skills have the ability to be happier and more optimistic, and to achieve a higher level of success in and out of school.

Award-winning actor, director, producer, author and children's advocate Goldie Hawn launched The Hawn Foundation, a non-profit 501(C)(3), in 2003. The Hawn Foundation is a philanthropic and charitable organization providing on-going support for initiatives to rejuvenate public and independent education and empower children to learn with eagerness and confidence. The MindUP™ program transforms how children learn and how teachers teach.

CASEL, based in Chicago, is the nation's leading organization advancing the teaching of academic, social and emotional skills. Through research, practice, and policy, it collaborates to ensure that all students from preschool through high school have the opportunity to master these skills.

CASEL released the 2013 CASEL Guide on Capitol Hill in Washington, D.C. on September 20, with Rep. Judy Biggert (R-Ill.), a champion of social and emotional learning and author of the Academic, Social, and Emotional Learning Act of 2011. Joining Biggert was Rep. Tim Ryan (D-Ohio), a co-sponsor of the legislation, whose book *A Mindful Nation* was published last year. "It's not enough that kids know how to pass tests and follow rules," Biggert said. "To be successful in life, and in school, they need to understand how to relate to others and themselves, and to make responsible decisions."

The 2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary School Edition) identifies 23 school-based programs that promote students' self-control, relationship-building and problem-solving, among other competencies. The report is the first comprehensive review of its kind in nearly a decade. MindUP™ is now one of these exceptional programs. "Being selected by CASEL as one of the premier SEL programs in the United States is a tremendous honor," Goldie Hawn said. "I am very grateful to all the wonderful teachers, scholars, researchers and children who helped create MindUP™. It is beautiful to witness the culmination of such hard work and dedication in our new partnership with CASEL." Goldie Hawn's bestselling book *Ten Mindful Minutes*, which focuses on how MindUP™ can be used in the home, is now out in paperback. To learn more about The Hawn Foundation and its MindUP™ program, go to [www.thehawnfoundation.org](http://www.thehawnfoundation.org). For CASEL and read the 2013 CASEL Guide to SElect Programs, access [www.casel.org](http://www.casel.org).

### **For further information please contact:**

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The Common Core seeks to prepare students to face 21st century challenges and to graduate with the skills needed for college or career. These skills include the ability to communicate, collaborate and think critically. Students must be resilient, creative problem solvers who can engage effectively and compassionately with others. Such measures require a fundamental shift in pedagogy. Teachers can no longer impart knowledge upon a passive audience, nor can students simply memorize and recite facts. Rather, today’s classrooms must inspire students to become active, engaged, self-directed learners who are willing to persevere in the face of great challenge.

While the Common Core carefully delineates what skills a student must acquire, it does not outline how these skills should be attained. MindUP<sup>TM</sup> teaches educators how to effectively transform the learning environment to deliver the deep engaged learning required to successfully make the CCSS “instructional shifts.” MindUP<sup>TM</sup> creates a simple, yet powerful framework within which teachers and students can work together to meet the rigorous demands set forth by the CCSS.

Common Core State Standards include descriptions of knowledge, skills, and dispositions, referred to as “Habits of Mind” which operate in tandem with the academic content in the standards. Both academic content standards and “Habits of Mind” standards are essential parts of the whole. No single element ensures student achievement as each element supports the other. Each of the broad domains outlined in the Common Core “Habits of Mind” is directly aligned to MindUP<sup>TM</sup>:

CCSS “Habits of Mind”	The MindUP <sup>TM</sup> Curriculum
The capacity to manage one’s behavior and emotions to achieve one’s goals...work ethic and conscientiousness; positive core self-evaluation...	MindUP <sup>TM</sup> teaches students about their brains and how to temper impulsivity with reflection and self-regulation. MindUP <sup>TM</sup> teaches students how to focus their attention and, through regular practice, actually how to increase executive function. MindUP <sup>TM</sup> teaches students how to recognize and manage their emotions.
The ability to reflect on one’s own learning and to make adjustments accordingly; to be flexible, intellectually open and appreciate diversity...	MindUP <sup>TM</sup> teaches perspective taking, optimism and the physiological benefits of savoring happiness.
To demonstrate teamwork, collaboration, and leadership; to demonstrate responsibility and conflict resolution...	MindUP <sup>TM</sup> curriculum rekindles in students the innately human trait of kindness. Students engage in community action and expressions of gratitude and appreciation for others.

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# Critical Research Summary:

MindUP™ Key findings from two independent research studies



## Vancouver, Canada Middle Grades:

Dr. Kimberly Schonert-Reichl (University of British Columbia) evaluated the effectiveness of MindUP™ on students in grades 4 and 5, based on evidence centered on neuroendocrine regulations, effective functions and self and peer reports of pro-social behaviors.

*For a full report see: Schonert-Reichl, K.A. and Lawlor, M.S. (2010). The effects of Mindfulness-Based Education Program on Pre-and Adolescents Well-Being and Social and Emotional Competence. Mindfulness and S. Schonert-Reichl, K.A. Oberle, E., Lawlor, M.S., Abbott D., Thomson, D., Oberlander, T. and Diamond, A. (2011). Enhancing cognitive and social-emotional competence through a simple-to-administer school program.*

### Academic Achievement

- 15% Of students improved their math achievement scores.

### Improved Optimism and Self-Concept

- 82% Of children reported having a more positive outlook.
- 81% Of children learned to make themselves happy.
- 58% Of students tried to help others more often.

### Healthy Neuroendocrine Regulation

- Measurements of salivary cortisol revealed MindUP™ children maintained a healthy, regulated diurnal pattern.

### Increase Executive Function

- Children demonstrated faster reaction times while performing tests such as Dr. Diamonds “Flanker Fish” trials. This correlates to heightened self-regulatory ability.

## Dallas, Texas Nursery-Grade 5

MindUP™ was introduced as a pilot project to the J. Eric Jonsson Community School in February 2011 and was completed after five months in June of 2011.

This study looked at changes in student executive functioning as well as peer acceptance for students age 3 through 3rd grade.

The 4th and 5th grade students were evaluated for changes in peer acceptance, empathy, perspective taking, mindfulness and happiness.

*For the complete report see:*  
<http://brainchildblog.com>

Mindfulness is something that you use to be helpful and kind.

For example: Like helping someone because they broke their arm. Sometimes when you do a good deed for a person and they will do something for you. Sometimes when a mom or dad helps you that is being kind. When your mom bakes you a cake thank her.

Czcion, The Jonsson School

### Positive Teacher Response

- 100% Of teachers reported that the MindUP™ program had a positive effect on the students in their classes this year.

### Executive Functioning – BRIEF Results (Behavior Rating Inventory of Executive Functioning)

- 96% Of 3 year olds increased inhibitory response.
- 54% Of 2nd and 3rd graders increased inhibitory response.
- Over 1/3 of all students demonstrated greater emotional control.
- 75% Of 3rd-graders showed improved planning and organizational skills.

### Improved Well-Being

- 78% Of all students and 100% of all kindergarten students said MindUP™ help them be more relaxed.
- 2/3 Of all students and 100% of all 3 year olds said MindUP™ help them feel happy.

### Improved Pro-Social Behavior

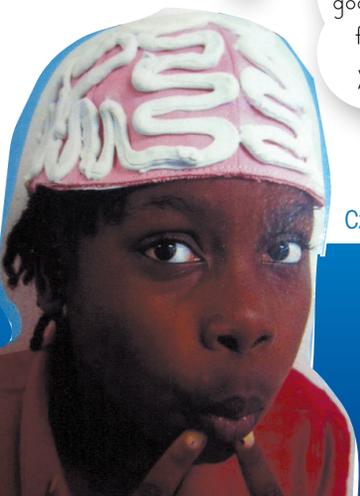
- 56% Of all students and 92% of all 3 year olds reported greater peer acceptance.
- 64% Of all 4th and 5th graders demonstrated increased empathy.
- 90% Of all students felt MindUP™ helped kids get along better.

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## “ What Teachers and School Leaders Say about MindUP™

*The program is amazing! I loved the activities you included for self-awareness and the senses. The kids were involved in lots of hands-on activities that would appeal to anyone. The questions for discussions were really clear for teachers. I like the step by step easy to use setup of the program. -Early Childhood Teacher*

*One of my pupils was suffering from depression. He'd never had a friend due to some language processing problems. During the gratitude practice, he heard how important he was to other boys in the class. The difference was extraordinary and his parents say he is so much happier and now has children coming over to play with him. -Elementary School Teacher*

*When we had parent/teacher interviews, I heard over and over how the children brought Mind UP™ home and taught other members of the family to use the techniques. -Elementary School Teacher*

*A kindergarten student who was being bullied in school was moved to another class. Recently this student had contact with his previous class and classmates. Apparently he spent some time thinking about what had happened. While in the car, he told his mom he knew why another boy bullied him .... He said the boy did not use his prefrontal cortex to make good decisions and he often acted that way because of his amygdala. His mom was amazed ... and told the teacher and many parents at school. The same kindergarten class was practicing the daily breathing. They are now able to really focus on their breath. While the teacher was running the session, the ball from her chime mallet flew off the stick, went bouncing nosily across the floor, hit a student on the knee and kept going. The students did not move-they stayed completely focused on their breath with their eyes closed ... even the student whom the ball hit only opened her eyes, looked, closed her eyes and refocused. -Early Childhood Teacher*

*The teachers in my school are happier in their classrooms because they have more time to teach with the dissipation of some classroom behavioral issues among their students. The students seem happier and more ready to learn. -School Administrator*

*One of my students was crying. One of his friends brought him to the center of the classroom and the rest of the kids listened when he explained that he wasn't going to see his father for three months. A classmate told him not to feel sad and that they'd all help. Another said it was ok to be sad and not to worry-as time passed it would get easier. She then spoke of what happened when her dad had cancer and was in the hospital for three months. Another child said how much he missed his father after his parents divorced. Finally, another boy said quietly that he was four years old the last saw his dad, and he wouldn't get to see him for another year, because he was in prison. All this took place in a matter of five minutes -the most meaningful minutes of my teaching career. -Elementary School Teacher*

*What my students have learned about the brain through the Mind UP™ program has really helps them understand their emotions and thought processes, which in turn provides them with an opportunity to better understand their behavior and become more mindful in their social relationships. -Middle School Teacher*

*I have seen a significant change in the culture of our school in about sixth months after implementing Mind UP™. Kids are more aware of themselves and others, and more optimistic and happier. I am so glad we decided to implement this wonderful program. -School Administrator*



## “ What Children Say about MindUP™

*MindUP™ really upgraded my mind. It really helped me basically with a lot of things, like sleeping through the night, eating, being happier at school, making new friends and blocking out my little sister's nagging!*  
-Sixth-grade Student

*MindUP™ has helped me to become more grateful and aware. I didn't know there were so many things to be grateful for.* -Fifth-grade Student

*When our teacher was off sick and a substitute came into class, we were worried that we wouldn't be able to do our mindful breathing practice that day. But then she said, 'Show me,' so we did. That's when we realized we could do it all by ourselves whenever we wanted.* -Third-grade Student

*I liked sitting and really listening to all the noises in the playground. It wasn't until I really paid attention that I heard the birds singing in the trees-something I never noticed before.* -Fifth grade Student

*When I had to think about all the people I knew who were pessimists or optimists, I realized that the ones I liked to be with the best were the optimists. If I stay positive, my friends might like me more.* -Sixth-grade Student

*I am better at writing. I am persistent. I am calm. I have perspective to be still and be a friend. I am happy. It helps me be healthy. I am smart. It helps me read.* -Third-grade Student

*Being mindful calms me down when I am angry. It helps me not get in a big fight because I don't want to hurt my friends. It also helps me focus on my work.* -Sixth-grade Student

*Mindful breathing helps me go to sleep. It helps me think. And it helps me concentrate. It makes me calm. One day I was sick. And it helped me. Sometimes I do it at home. I showed my friend how to use it and he uses it all the time, too.*  
-Second-grade Student

## What Parents Say about MindUP™

*My child does not argue with me at home anymore -he is actually stopping and thinking before reacting.*  
-Parent of a MindUP™ Student

*My son is always talking about his prefrontal cortex and amygdala -he is so happy and has been teaching all of us MindUP™ at home.* -Parent of a MindUP™ student

*I noticed subtle differences in my daughter's attitude over a period of time once she began MindUP™ practice. She seemed less materialistic and more grateful for the everyday blessings of life.* -Parent of a MindUP™ student

*Since beginning the MindUP™ program, my daughter has been enjoying school more, doing better in her classes and has not been so resistant about doing homework.* -Parent of a MindUP™ Student



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