Welcome to **MINDUP**

**Imagine** … joyful learning, academic success, and a powerful sense of self and community.

**Imagine** … students who are able to engage in a focused, energetic way with one another, with their teachers, and with their learning.

**Imagine** … schools that are productive, harmonious centers of successful learning, where all students thrive because they recognize themselves as

- capable, creative learners
- self-aware human beings
- compassionate, responsible citizens

All of this is possible. **MINDUP** can help you achieve it.

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**MindUP Online Training**

At [www.thehawnfoundation.org](http://www.thehawnfoundation.org), you’ll find resources to enrich your MindUP instruction, including

- the entire spectrum of MindUP techniques, addressing social and emotional learning
- classroom demonstrations conducted by experienced MindUP consultants and mentors
- instructional insights, grade-specific teaching strategies, and other resources
- the latest in neuroscience about how the brain works and how it affects learning

Register at [www.thehawnfoundation.org](http://www.thehawnfoundation.org) to access this innovative, interactive training and learning resource, developed in partnership with Columbia University’s Center for New Media Teaching and Learning.
Dear Educators,

From Scholastic

For 90 years, Scholastic has been a presence in your classrooms, supporting teaching and learning. The challenges faced by you and your students today are well known and unprecedented. These include the following expectations:

- providing differentiated instruction to children who come with diverse language and experiential backgrounds
- improving academic performance
- addressing new standards geared to career and college preparedness
- helping children and their families handle economic and social changes

When we met Goldie Hawn and the Hawn Foundation team, we were impressed by their commitment to helping all students achieve their potential socially and academically. Also, we shared their respect for educators who, like all of you, are entrusted with the preparation of the next generation.

We are pleased to introduce MindUP, a collaboration of the Hawn Foundation and Scholastic. MindUP isn’t one more program to implement or subject to teach, but a set of strategies that can be integrated with what you are already doing, so that you and your students will become more focused when doing schoolwork and are able to work and play more successfully with others. The essence of what the MindUP program calls for is embodied in the idea of the Optimistic Classroom—a place where all children have the opportunity to achieve their potential.

Thank you for inviting us into your school.

Optimistically yours,

Francie Alexander  Patrick Daley
Chief Academic Officer  Senior Vice President, Publisher
Scholastic Inc.  Scholastic Inc.

From the Hawn Foundation

Thank you for bringing the MindUP Curriculum into your classrooms.

MindUP has been my focus and my passion for many years. I am so grateful to you, devoted educators who believe in the limitless potential of children and give tirelessly of your time, energy, creativity, and love.

The simple practices at the core of MindUP will help your students to become resilient, focused, and mindful learners. I have seen the MindUP practices at work in classrooms all over the world. I have witnessed its success and have heard from countless teachers in praise of its transformative effect on children’s ability to learn.

I know that with your help we can equip our children with the skills they need to live smarter, healthier, and happier lives. Together we will create optimistic classrooms where children successfully cope with the stresses they face in school, at home, and in their communities.

Thank you for accepting the enormous and critically important responsibilities and challenges that accompany your mission as an educator.

From the bottom of my heart, I thank you.

Goldie Hawn
Founder, The Hawn Foundation
and the MindUP Curriculum
What is MindUP?

MindUP is a comprehensive, classroom-tested, evidence-based curriculum framed around 15 easily implemented lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success.

The MindUP classroom is an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner. MindUP’s expansive dynamic is built to a large extent on routine practices that are inherent to the MindUP Curriculum. Over the course of the MindUP experience, children learn about the brain and how it functions, in the process gaining insight into their own minds and behaviors as well as those of the people around them.

How Does MindUP Work?

The essential work of MindUP is accomplished through the lessons themselves, which include the repetition of the Core Practice—deep belly breathing and attentive listening. The Core Practice makes mindful attention the foundation for learning and interacting; ideally, it is repeated for a few moments of each school day throughout the year. (See Lesson 3, page 42, for a complete overview of the Core Practice.)

"MindUP makes my brain happy, so I can learn better."

—David, first grade

MindUP has the capacity to alter the landscape of your classroom by letting children in on the workings of their own agile minds. Each MindUP lesson begins with background information on the brain, introducing a specific area of concentration with an activity in which children can see concrete examples of how their brain functions. As you and your class become accustomed to learning about the ways in which the brain processes information, your students will become habitually more observant of their own learning process.

MindUP offers teachers and children insights that respond to the natural thoughtfulness of young people and lead to self-regulation of their behavior. MindUP is dedicated to the belief that the child who learns to monitor his or her senses and feelings becomes more aware and better understands how to respond to the world reflectively instead of reflexively.
Who Needs MindUP?

Everyone. Joyful engagement isn’t incidental; it’s essential. Yet, young people today are no strangers to stress. From an early age, they experience stress from a range of sources. For some, stress goes hand in hand with the pressure to achieve; for others, it is prompted by economic hardship, poor nutrition, or inadequate health care; for still others, it may be linked to emotional deprivation or limited educational resources. Whatever the particular circumstance, any one of these factors could hamper a child’s ability to learn without anxiety. In “communities of turmoil” (Tatum, 2009), children often cope with several problems at once, and suffer from chronic stress—with consequences that can be disastrous for their learning and their lives. MindUP addresses these obstacles to productive learning and living by offering children and teachers simple practices and insights that become tools for self-management and self-possession. At the same time, the MindUP program works to make learning joyful and fun by emphasizing learning modes in which children flourish:

- lively instruction that invites problem solving, discussion, and exploration
- teacher modeling and coaching
- cross-age mentoring and decision making among children
- conflict resolution
- inquiry and the arts

Joyful engagement is not incidental; it’s essential. MindUP shows you how to put joy into your teaching.
MindUP and the School Day

The MindUP program was developed not only to expand children’s social and emotional awareness but also to improve their academic performance. The concepts and vocabulary associated with MindUP will expand the scope of students’ thinking in all academic disciplines.

MindUP Core Practice can become a staple routine for the opening and closing of each school day as well as at the moments of transition: settling down after recess, waiting for lunch, moving from one subject to the next. As countless MindUP teachers have discovered, any topic benefits from being approached with focused awareness.

The MindUP lessons themselves can be worked smoothly into a daily routine and require minimal preparation on your part; suggested follow-up activities link each lesson to content-area learning. You’ll likely find yourself adopting the MindUP techniques and strategies across subject areas. MindUP may well become a way of life for you and the children in your class!

The Day Begins

The best teachers we know are mindful about the beginning of each school day. They make a point of standing by the school door and greeting with an open heart and welcoming smile every child who passes through their classroom door.

An ideal way to unify the class as they begin their day is to gather and share a few moments of “checking in,” followed by the Core Practice of deep breathing and mindful awareness. Once you have established this simple routine, you will find that the day feels more coherent and the group less scattered as this practice brings the group together organically while setting an easygoing tone for engagement with the rest of your daily learning.

Transitions

The MindUP Core Practice works beautifully during transition times. With your guidance and thoughtful attention, you can accustom your children to respond to a simple reminder at which they habitually turn to the Core Practices to center themselves and prepare to move easily—even eagerly and joyfully—to the next classroom activity. “Our classroom transition times are some of the most important routines of our day….Our days are full, our curriculum is rich, and we have so much to do together! The tighter our transitions, the more time we will have for instruction” (Allyn, 2010).

The Day Ends

Just as you can help students greet a new day with eagerness and mindful purpose, so can you close the day with a spirit of purpose and celebration—your students will leave the classroom feeling calm yet energized. Eric Jensen, whose “brain-based” teaching has transformed teaching and learning in countless classrooms, explains, “Asking kids to visualize success on an upcoming skill or knowledge set is no ‘new Age’ strategy. When done well, mental practice is known not only to make physical changes in the brain but also to improve task performance (Pascual-Leone et al., 2005)” (2010). The goal is to end the day on a high note.
Breathing First: The Core Practice

From the earliest grades on up, the recommended approach to MindUP is to first establish the habit of deep belly breathing and focused attention—the so-called Core Practice. Well before you teach Lesson 1, you can lay the groundwork for it in your class by introducing the Core Practice in the first days of the school year. Once children have learned the simple techniques of breathing and listening, you will be able to use the Core Practice to unify your classroom community and provide the stability and receptivity needed for days of rich and fruitful learning. (See Lesson 3, page 42, for a full explanation of the practice.)

Literacy expert Pam Allyn has visited and observed hundreds of classrooms around the world. “We have seen many classrooms where there are lots of pieces in place, but one secret, fabulous ingredient is missing. That ingredient is celebration. We see teachers wait to celebrate until the end of the year, until a child does well on a test, until the child actually masters the art of reading. But why wait? Celebration is the ultimate management strategy. . . . It is the core ingredient that infuses the entire life of the classroom with joy, with hope, with faith, and with optimism” (2010, p.107).
Using MindUP in the Classroom

MindUP comprises 15 lessons arranged into four units:

**Unit I: Getting Focused (Lessons 1–3)**
Introduce brain physiology and the concept of mindful attention; establish daily Core Practice

**Unit II: Sharpening Your Senses (Lessons 4–9)**
Experience the relationship between our senses, our moving bodies, and the way we think

**Unit III: It’s All About Attitude (Lessons 10–12)**
Understand the role of our mind-set in how we learn and progress

**Unit IV: Taking Action Mindfully (Lessons 13–15)**
Apply mindful behaviors to our interactions with our community and the world

The framework is designed to strengthen children’s sense of social and emotional well-being while creating a cohesive, caring classroom environment. Because the concepts build on one another, you’ll find it most productive to teach the lessons in sequential order.

**Lesson Structure**
Each lesson follows the same format:

- **Introduction to the Lesson Topic**... identifies and explains the subject of the lesson, frames why it’s important, and includes testimony from a MindUP teacher.

- **Linking to Brain Research**... explains how each lesson relates to the neuroscience. This section provides background for you, some of which you may want to share with your students to help them gain a progressively more sophisticated awareness of how their brains work.

- **Clarify for the Class**... includes guidelines for making brain research concepts accessible to students at various grade levels.
Getting Ready… identifies what the lesson entails as well as learning goals for the lesson. Also listed are materials and resources required for leading the lesson.

MindUP Warm-Up… helps the class prepare for the Engage, Explore, Reflect part of the lesson activity by introducing and discussing subject matter in an easygoing, open-ended way that relates content to children’s lives.

Leading the Lesson… offers a step-by-step approach that engages children in the inquiry, helps them explore the topic, and encourages them to reflect upon and discuss their insights and experiences. The lesson layout also establishes concrete links to the learning process and classroom issues at the Pre-K through second grade levels.

Connecting to the Curriculum… offers specific opportunities for children to bend their minds around language arts, math, social studies, science, health, physical education, the arts, and social-emotional learning. These optional across-the-curriculum learning experiences expand the lesson and offer alternative approaches to content.

Special Features

Creating the Optimistic Classroom… offers classroom management strategies for reaching English language learners, special needs students, and general learners in order to maximize the effectiveness of the lesson.

MindUP in the Real World… connects lesson content to a career or undertaking, expands discussion beyond the classroom, and grounds ideas in a concrete application.

Once a Day… suggests ways for teachers to apply lesson content to everyday situations involving children or colleagues.

Journal Writing… gives children an opportunity to reflect on motivation, actions, and their consequences, so they can learn to mediate and understand their actions. According to Susan Kaiser Greenland, journaling allows children to use what they’ve learned to create happier, more successful lives for themselves (2010). We recommend that you provide children with a notebook to create a journal that they can personalize with decorations of their choice, and use this personal record to document responses within Greenland’s general framework of

- What I Noticed
- What It Means
- What I Learned

For the youngest learners, set up a Visual Journal for them to record responses with drawings and early efforts at handwriting.

Literature Link… recommends four books that extend the learning.
Each MindUP lesson is focused on one aspect or practice of the curriculum.

Experience of MindUP users attests to the effectiveness of the specific practice or lesson.

This two-page spread offers an opportunity for easing into the main lesson, so that students are most receptive to the language and ideas that follow.

The core lesson ties in with wider self-management and awareness skills. Materials used are basic and usually already available in the classroom or as reproducible pages.

Suggestions for classroom management, supporting brain-based learning, and helping all learners address common obstacles to attentiveness and full engagement with learning.

Lesson Opener

Mindful Listening

What Is Mindful Listening?

Mindful listening is the ability to attend and respond thoughtfully to the sounds and sights that are in one's immediate environment. When we listen mindfully, we focus on specific sounds and try to identify those sounds.

Why Practice Mindful Listening?

Research suggests that children develop best when they are listened to and expressing in a safe and caring environment. But it's not enough to just listen. To be effective, listening needs to be specific sounds and try to identify those sounds.

Getting Ready

Warm-Up

Mindful Listening Practice

Children need to be able to focus on a single sound or object. The sound of a clock, the sound of a bell, or the sound of a favorite song are all good examples of how to practice mindful listening. The teacher can say something like, “Listen closely to the sound of the clock.”

Clarify for the Class

Warm-Up

Mindful Listening Practice

Choose a song with parts that are easy to identify, such as vocals, drums, harmonica, or any other instrument. Ask children to close their eyes and listen very carefully to the music. Tell them that you are going to play them a song with special sounds and ask them to listen very carefully to the music so that they can enjoy all the different parts.

Linking to Brain Research

What Is the RAS?

The RAS serves as an “executive personal secretary” to the brain. It is responsible for filtering and focusing on specific sounds and sights. The RAS helps us choose which sensory information to focus on. For example, we may hear a sound and immediately know that it is a phone ringing and decide to answer it. The RAS helps us decide what is important and what is not.

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What Can You Expect to Observe?

Mindful listening helps children to develop better listening skills. When they listen mindfully, they pay attention to specific sounds and try to identify those sounds. This helps them understand what is going on around them. It also helps them communicate more clearly with others. This is important for their development as learners.