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Scholastic

MINDUP

Core Practices
The core mindful focused awareness practices -- deep belly breathing & attentive listening
Enhance children's self awareness, focused attention, self regulation & stress reduction

Mindful Breathing
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-</td>
<td>Welcome and Introductions</td>
<td>• Introductions</td>
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<tr>
<td>10:00am</td>
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<td>• Training goals and norms</td>
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<tr>
<td>Break</td>
<td></td>
<td>• Social Emotional Learning (SEL)</td>
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<tr>
<td>10:15am</td>
<td>How to Use MindUP™</td>
<td>• MindUP™ Curriculum</td>
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<tr>
<td>10:30am</td>
<td>How to Use MindUP™</td>
<td>• Unit 1</td>
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<td>10:45am</td>
<td>How to Use MindUP™</td>
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<td>11:00am</td>
<td>How to Use MindUP™</td>
<td>• Unit 3</td>
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<td>Lunch</td>
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<tr>
<td>12:30pm</td>
<td>Lunch</td>
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<tr>
<td>1:30pm</td>
<td>Putting MindUP™ to Work</td>
<td>• Implementation Plan</td>
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<td>• Evaluation and discussion</td>
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### The Hawn Foundation

Established in 2003 by actress Goldie Hawn to address the alarming increases in youth stress, depression and violence. The Hawn Foundation continues to develop its programs using rigorous scientific design and research based methods.

Mission: Equip children with the social and emotional skills they need to lead smarter, healthier, and happier lives.
MindUP™ Training Goals

By the end of the day you will be:

§ Knowledgeable about social and emotional skills and its relation to well-being and learning
§ Familiar with the overall structure and the individual lessons of the MindUP™ program
§ Equipped with ideas for integrating mindful practices into your regular classroom routines
§ Enthusiastic and prepared to implement the MindUP™ program in your classrooms and school

MindUP™ Training Norms

Respect

Openness

Participation

Look after yourself – take breaks, take a "pass"

Stay curious and ask questions

Have fun, be engaged!

Getting Started

Discuss at your table what you want to learn about MindUP™ and social and emotional learning

Choose one person to introduce the group

Share what your group hopes to learn
Social and Emotional Learning (SEL)

Basis for student success

- Forming positive relationships, working in teams, dealing effectively with conflict
- Making ethical, constructive choices about personal and social behavior
- Managing emotions and behaviors to achieve one’s goals
- Showing understanding and empathy for others
- Recognizing one’s emotions and values as well as one’s strengths and limitations

Dan Siegel – 1000 years

A Definition of Mindfulness

Mindfulness ("being mindful") is a state of being aware of your own mind, at any given moment. It means to pay attention in a particular way: on purpose, in the present moment and without judgment.

§ Jon Kabat-Zinn, 1990 (Founder, Mindfulness-Based Stress Reduction)
What Being Mindful Means to Me
By A.
Grade 6
Being mindful helps me by calming me down when I am angry. It helps me to not get in a big fight because I don’t want to hurt my friends. It also helps me by focusing on my work. It makes me feel calm and takes some of my energy away.

Being Mindful Everyday

Any activity can be done in a mindful way

A moment-to-moment approach—engaging fully in the experience, whatever that may be

Doing something ordinary, but mindfully—e.g., Mindful Eating Activity

Daily Activities

The Opposite of Being Mindful

Being Mindless: a loss of awareness resulting in forgetfulness, and a sense of living on auto-pilot.

Sometimes minutes, hours—even days—can go by, and you don’t remember or feel fully aware of what was going on.
Lesson 7: Mindful Tasting

Choose an object

Wait for the dialogue

In the state of relaxed alertness that accompanies mindful tasting, children build their neural circuits to make considered emotional and intellectual decisions.

Neuroplasticity

No brain - not even the adult brain - is hard-wired with fixed and unchangeable neuronal circuits.

This is called plasticity, or neuroplasticity.

The brain's lifelong ability to reorganize neural pathways is based on new experiences.

Mindful focused awareness trains you to become aware of your thoughts and feelings, in order to change your neural pathways.

By changing your focus, you can change the brain's connections in a positive way.
Stress, the Brain & Being Mindful

The stress response is controlled by a primitive part of the brain. Sometimes the stress cycle (anxiety) is activated whether or not we need it. Being mindful gives us more control over our brains and our stress response.
Our minds have the power to choose where we focus our attention. Where and how we focus our attention actually determines who we are or who we become.

Being Mindful and the Brain

- How You Pay Attention Matters
- Brain Activation Shapes Connections
- Mindful [✓] Changes the Brain
Reflections on Articles

Turn to a partner at your table

Share key points that you remember from the pre-reading articles

MindUP™ Video

Break
Benefits of Mindfulness

Getting to Know the Program

- Work together with the people at your table
- We’ll hand out MindUP™ Training Manuals
- Scavenger Hunt

Goals of the MindUP™ Program

- To foster mindful focused awareness
- To increase pro-social behaviors
- To increase joy and happiness
- To foster a cohesive, caring classroom climate
Program Structure
15 Lessons – primary and intermediate - extensions
Core Practice 3 x 3 minutes/day
Approximately 30 minutes per lesson

MindUP™ Program

Unit I: Quieting the Mind
Lesson 1: About the Brain
- Identify the amygdala and prefrontal cortex
- Define their basic functions

Lesson 2: Introduction to Mindfulness
- Define and discriminate between mindfulness and mindlessness
- Apply concepts of mindfulness and mindlessness

Lesson 3: Focusing Our Awareness
- Practice and utilize mindful breathing and mindful listening
- Describe their experience of mindful exercises versus “normal” approaches

Unit II: Our Senses
Unit III: Practical Applications
Unit IV: Mindful of Ourselves in the World

Incorporating the science of the brain throughout

What do you know about the Brain?

Where is your brain?
Do brains differ?
What do you know about the brain?
How big is your brain?

What color is it?
What does it look like?
What Does the Brain Do?

- Looks after sleeping, eating, breathing, and movement
- Understands language
- Recognizes objects and people
- Plans what to do next
- Remembers the past
- Remembers what you have learned

The Brain

The Amygdala's Role

- Fight/Flight/Freeze
- Emotion
- Perception
The Prefrontal Cortex Helps Us

Make good choices  Pay attention  Manage our feelings

Lesson 1: Understanding the Brain

What do you think you would do if you were walking to school and you saw a Tyrannosaurus Rex?

The amygdala's job is to keep us safe. It doesn't think, it just reacts. It helps get our bodies ready to act really fast, like running away from something.
Unit II: Our Senses

Lesson 4: Mindful Listening
- Practice mindful focused awareness skills
- Describe experience and discuss how they may normally listen differently

Lesson 5: Mindful Seeing
- Practice focusing attention and describe visual details
- Importance of paying attention to detail

Lesson 6: Mindful Smelling
- Practice focusing attention on an external object
- Describe various scents and identify thoughts and/or feelings that arise from the scents

Unit II: Our Senses (con’t)

Lesson 7: Mindful Tasting
- Practice focusing attention and describe their experience of mindfully tasting compared to normal
- Review mindful seeing and mindful smelling and describe experiences in a sharing discussion

Lesson 8: Mindful Movement I
- Practice focusing attention to the internal sensations of their body
- Describe what signals their bodies give them in different emotional states (e.g., excited and nervous)

Lesson 9: Mindful Movement II
- Practice and utilize mindful movement activities
- Describe their experience and how they may normally move differently

Unit III: Practical Applications

Lesson 10: Perspective-Taking
- Identify different perspectives taken by characters in the same story
- Extrapolate the perspective-taking bible activity to social situations in their own lives

Lesson 11: Learning Optimism
- Define two different ways (optimistic vs. pessimistic) to think about, feel about, and approach a problem
- Practice strategies to help them take on a more optimistic outlook in their own lives

Lesson 12: Savoring Happy Experiences
- Describe thoughts and feelings associated with a common happy experience
- Practice savoring a happy personal experience, and describe their thoughts and feelings
Lesson 12: Savoring Happy Experiences

Introducing a Universal Happy Experience

Happiness Reflective Activity
By a boy
Grade 7
I had a few flashbacks. I have had funny things happen like when I went to Fright Night with my brother. He was so scared and he screamed out loud. *We both laughed.*
Another time was at Playland when I was on the Ferris wheel with Ms. Erickson. She was yelling and panicking at the top of tea cup and laughing at the same time. *It was funny.*
Ms. Erickson also spilled tea all over herself one time. *The whole class laughed.* I realize there is something about Ms. Erickson and tea.
I like riding my bike with my brother and walking my grandma’s dog.

MindUP™
Elevator Pitch
“What is this MindUP™ program I keep hearing about?”

Parents Teachers Staff
Lunch

MindUP

Mindful Breathing - Practicing the Script

Unit IV: Mindful of Ourselves in the World

Lesson 13: Gratitude
- Students define “gratitude”
- Identify three things in their life that they are grateful for

Lesson 14: Acts of Kindness
- Perform five acts of kindness and report on their experiences in a class discussion

Lesson 15: Mindful Actions in Our Community
- Describe how they can “make a positive difference” through mindful choices and actions
Research has found that people who practice gratitude, actually boost their level of happiness!
Diving into the lessons

Create a MindUP™ Classroom

MindUP™ Lessons
§ Provide a basis for the ethos of a MindUP™ classroom
§ Each lesson is linked to the promotion of SEL

MindUP™ Lesson Extensions
§ Short lesson plans (about 15 minutes) that extend the learning from each corresponding lesson
§ Offer teachers strategies to incorporate MindUP™ into their teaching practice

MindUP™ Core Practices
§ Deep belly breathing and attentive listening
§ 3 times a day throughout the school year

MindUP™ Journals
§ An important component of MindUP™ is the opportunity for student reflection
November 20th 2019

Today, I learned about two useful skills: optimism and pessimism. Think of an optimist as someone who views things in the best possible light. An optimist would say, "It's going to be a good day." On the other hand, think of a pessimist as someone who views things in the worst possible light. A pessimist would say, "It's going to be a bad day."
MindUP™ Reflections
By C.
Grade 4
Thank-you for teaching me MindUP™, Ms. Erickson! Being mindful makes you concentrate on your breathing and your work. It gives you a big smile. It makes your behavior better. It makes your brain develop more. It makes you feel you are under control. The secret to being mindful is being relaxed. It keeps you from being angry, frustrated and disturbed. That wraps it up!

Snow
By D.
Snow is my favorite thing about winter. Snow looks like fun. It is shiny and white and it looks like millions of small diamonds. Snow feels like very, very fine silk. It is freezing cold but it has a happy feeling to it. It smells like fresh spring water and it is the most pure thing. It tastes like you are under an eternal waterfall. Snow sounds like peace flowing through the air.

Connect to Children’s Literature
The Golden Rule
Implementation Plan

Think about how you will implement MindUP™ in your classroom/school

Discuss your implementation plan with a partner at your table

Write down your plan

Reflect on “Elevator Pitch” and Questions

Revisit the MindUP™ Training Goals

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Mindful Breathing

Evaluations

Thank You!
Why We Do It

At The Hawn Foundation, we share the dreams of all teachers and parents to help children achieve excellence, both in and outside of school.

By teaching social and emotional skills to kids, you can help them understand themselves in a new way—a way that brings them joy in life and learning.

Appendix

Mindful Breathing
Children's Writing and Drawings

MINDUP®
Why Teach Kids to Be Mindful?

Mindfulness teaches students to become more aware of their own state of mind, at any given moment.

Teachers and parents recognize that academic success, as with success in life, rests on a foundation of social and emotional competencies.

Recent research suggests that teaching children skills of mindful focused awareness improves academic performance, boosts confidence, optimism and enthusiasm for learning.

The Human Brain

Average brain weighs 1400 grams (3 lbs)
Looks like a large pinkish walnut
Divided in the middle into two hemispheres

Reflect

MindUP™

In Class
Sports
Recess
After School Activities